

THE DEVELOPMENT OF A CURRICULUM
FOR A FIVE-WEEK COURSE FOR
NAVY INFORMATION OFFICERS

Edmund L. Castillo

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1954

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Letter on front cover:

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BOSTON UNIVERSITY

School of Public Relations and Communications

Thesis

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by

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Lieutenant, U. S. Navy

(B.S., Northwestern University, 1945)

Submitted in partial fulfillment of the
requirements for the degree of
Master of Science

1954

This project was undertaken at the request of the
Chief of Information, the Department of the Navy,
under the sponsorship of the Superintendent,
U. S. Naval Postgraduate School, Monterey, California

SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS

Thesis

THE DEVELOPMENT OF
A STRATEGIC PLAN FOR THE U.S. NAVY
FOR NAVY INVESTIGATION OFFICERS

by

CHARLES E. CASTILLO
Lieutenant, U. S. Navy
(U.S., Northwestern University, 1965)

Submitted in partial fulfillment of the
requirements for the degree of
Master of Science

1965

This project was supervised by the project of the
Chief of Investigation, the Department of the Navy,
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by

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I. INTRODUCTION

The Problem

On April 19, 1954, the writer was requested by the Navy's Chief of Information to prepare the curriculum for a five-week course of instruction for Navy information officers. The project was to be undertaken under the supervision of the Graduate Committee of the School of Public Relations and Communications at Boston University, where the writer was engaged in post-graduate study under the sponsorship of the Superintendent, U. S. Naval Postgraduate School, Monterey, California.

This thesis is an account of the development of that curriculum. To some extent it is a case study, but it contains some of the elements of an analytic work as well, for the construction of a training course presupposes an analysis of the subject to be taught and a classification of the areas of knowledge that are considered germane to it.

Significance

The curriculum and thesis cannot be viewed as a complete or academically "pure" exploration of the field of public relations. The project was designed not to contribute to the over-all body of knowledge in the public relations field or even to teach the practice of public relations in its broadest sense, but rather to meet the specific needs of the Navy for officers capable of performing public information, internal information, and recruiting publicity duties. The curriculum

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The curriculum and thesis cannot be viewed as a complete or academically pure exploration of the field of public relations. The project was designed not to contribute to the over-all body of knowledge in the public relations field or even to reach the practice of public relations in its broadest sense, but rather to meet the specific needs of the Navy for officers capable of performing public information, information, and technical publically duties. The curriculum

contains much that is special to the Navy and omits much that might be applicable to private industry or to other areas of government. And because of its brevity and concentration--the course consists of 150 class hours, thirty hours a week for five weeks--it also omits or underemphasizes much that might be stressed in a longer course for naval officers.

The inauguration of the Navy Information Officers Training Course is an important step forward for Navy public relations, however, for it implies both an increased awareness of the importance of public relations on the part of the line of the Navy and a recognition by that group of the necessity for specialized training of officers who are to be charged with planning and executing the Navy's information program. Thus while the curriculum itself may be of interest to those concerned with teaching public relations, its real significance lies in the simple fact of its existence. For this fact alone is a clear indication of the growing trend toward "professionalism" in the practice of public relations in business and government.

Methods

The writer was furnished a preliminary outline which had been drawn up by the Navy Office of Information at the time the Chief of Naval Personnel first was requested to establish the Information Officers Training Course.¹ The writer requested and was given permission to deviate from this outline to such

¹This outline is discussed more fully in Chapter III, and is produced in its entirety in Appendix A.

contains much that is special to the Navy and which would not
be applicable to private industry or to other branches of
Government. And because of the novelty and uniqueness--the
course consists of 150 class hours, thirty hours a week for
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extent as he might consider necessary in order to prepare an acceptable curriculum.²

Broadly stated, the objectives of the course were: (1) to provide student officers a background of theory applicable to public relations and mass communication, (2) to train them in the practical skills of public relations, (3) to relate these subjects to the Navy's information policies and programs in order that graduates might step into Navy information billets with a minimum of on-the-job indoctrination, and (4) to refresh their knowledge of the history, *raison d'etre*, and present mission and capabilities of the Navy. This is a tall order for a five week course, regardless of the skill of the instructors and the preparation and motivation of the students. It was obvious from the outset that all of these areas could not be covered completely in the time allotted.

The task was made more difficult by the early deadline which had been set in order to permit the first class to convene on August 23, 1954. In his letter of April 19, the Chief of Information indicated that it would be necessary for the curriculum to be completed not later than June 28. Approximately two months would be required for review of the curriculum by the Bureau of Naval Personnel, procurement of textbooks and supplies, and familiarization of the instructors with the curriculum and training materials.

²Telephone conversation between the writer and LCDR R. H. Mereness, USN, Office of Information, Navy Department, April 6, 1954. The formal request of April 19, referred to on page 1, was preceded by informal correspondence and two telephone conversations during the period of April 7 to April 16.

...in order to provide an acceptable curriculum.²

Specifically stated, the objectives of the course were: (1) to provide students with a background of theory applicable to public relations and mass communication; (2) to train them in the practical skills of public relations; (3) to relate these subjects to the Navy's information policies and programs in order that graduates might bring into Navy information offices a minimum of on-the-job indoctrination; and (4) to re-learn their knowledge of the history, nature, scope, and present status and capabilities of the Navy. This is a tall order for a five week course, regardless of the skill of the instructors and the preparation and motivation of the students. It was obvious from the outset that all of these areas could not be covered completely in the time allotted.

The task was made more difficult by the early deadline which had been set in order to permit the first class to convene on August 27, 1954. In his letter of April 19, the Chief of Information indicated that it would be necessary for the curriculum to be completed not later than June 25. Approximately two months would be required for review of the curriculum by the Bureau of Naval Personnel, Department of the Navy, and the Joint Chiefs of Staff, and facilitation of the instructors with the curriculum and training materials.

²Telephone conversation between the writer and LCDR R. E. ... Office of Information, Navy Department, April 6, 1954. The formal report of April 19, referred to on page 1, was prepared by informal correspondence and two telephone conversations during the period of April 7 to April 15.

The writer prepared a curriculum outline differing somewhat in order of presentation from that furnished him by the Office of Information. Certain areas were emphasized more and others less than in the original outline for reasons which will be discussed in Chapter III.

Where applicable, assigned readings were selected from accepted textbooks to introduce the student to current civilian thinking in the public relations field. The course then turned to the Navy Public Relations Manual for specific applications of subject matter to Navy public relations. In this way, the student was presented a broader view than if assignments had been confined to the Manual, which is largely directive in nature and necessarily emphasizes policy, organization, and restrictive "do's" and "don't's" more than theory and technique.

A Bureau of Naval Personnel training curriculum is a highly stylized document, with each class hour accounted for and each session outlined by topic, required reading, reference, training aids (films, visual presentation material, etc.) and key points. Time did not permit the writer to prepare his outline in this detailed form, although the outline did indicate the number of class hours devoted to each topic and the required reading and reference for each session. In addition, the writer prepared a syllabus listing all reading assignments and references and containing introductory and connective material relating to each textbook assignment. It also contained a few articles prepared by the writer to cover areas where other readings were not conveniently available.

The writer proposed a questionnaire covering historical and
what is order of presentation from that furnished him by the
Office of Information. Several items were suggested, some of
which have been in use since the first time for reasons which
will be discussed in Chapter III.

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conclusive material relating to each textbook assignment. It
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areas where other readings were not conveniently available.

It was the writer's intention that the syllabus be issued to students on a non-accountable basis in order that each graduate might take with him an outline and bibliography which might be of considerable value to him at some future time. A curriculum, as published in printed form by the Bureau of Naval Personnel, normally is not so distributed.

The curriculum outline and syllabus were presented to the Office of Information by the writer on June 20 in order that any modifications desired by the Chief of Information might be made and the entire curriculum placed in the proper format prior to the June 28 deadline. A number of suggestions were made by representatives of the Training Division of the Bureau of Naval Personnel at a conference in Washington on June 21. Chief among these were the incorporation of the curriculum outline and syllabus into one document (to be issued on an expendable basis as recommended by the writer), and the presentation of certain material in lecture form rather than as required reading in order to shift some of the burden from the students to the instructors. During the next three days, additional changes were made by the Office of Information. These increased the emphasis on naval history, altered the order of presentation (combining certain major areas but not materially affecting the actual content of the curriculum), and integrated the course more closely with the Navy's information policies and programs. At this time, a number of training films, which the writer had not had an opportunity to review and was familiar with only by title, were added where appropriate.

It was the writer's intention that the syllabus be issued to students as a non-academic book in order that when presented to him with an outline and syllabus, the writer might be of considerable value to him as a book review. A review, however, as published in printed form by the Bureau of Naval Personnel, normally is not so distributed.

Two criticism outlines and syllabus were presented to the Office of Information by the writer on June 20 in order that any modifications desired by the Chief of Information might be made and the writer's suggestions placed in the proper form prior to the June 23 deadline. A number of suggestions were made by representatives of the Training Division of the Bureau of Naval Personnel at a conference in Washington on June 21. Chief among these were the incorporation of one paragraph outline and syllabus into one document (to be issued on an expedient basis as recommended by the writer), and the presentation of certain material in lecture form rather than as a guide reading in order to save some of the burden from the students to the instructors. During the next three days, additional changes were made by the Office of Information. These included the emphasis on naval history, altered the group of presentation (removing certain material and not materially affecting the total content of the curriculum), and integrated the course more closely with the Navy's naval aviation policies and program. At this time, a number of training films, which the writer had had an opportunity to review and was familiar with only by title, were added where appropriate.

The curriculum was virtually completed by the June 28 deadline, although this was extended by about five days in order to permit retyping of the document in the form in which it ultimately was approved by the Chief of Information and proposed by him to the Chief of Naval Personnel.

Acknowledgment

The writer must express his indebtedness to Rear Admiral Lewis S. Parks, USN, formerly Chief of Information and now Commander, U. S. Naval Base, Norfolk, Va., whose personal interest in the writer's work at Boston University has been most helpful and encouraging; and to Lieutenant Commander Robert H. Mereness, USN, of the Office of Information, who was helpful in too many ways to mention. His often dissenting viewpoint provided the necessary element of balance to what might otherwise have represented too much the product of only one person's experience.

Dr. Nathan Maccoby, Newsom Professor of Opinion Research and Chairman of the Division of Research at the School of Public Relations and Communications, Boston University, gave valuable advice on the treatment of the difficult and important subject of public opinion. Dr. George Barry, Assistant Professor of Philosophy, read and criticized material on semantics.

The writer's year at Boston University has been strongly influenced by Professor Howard Stephenson, Chairman of the Division of Public Relations, Associate Professor (and Commander, USNR) Samuel G. Atkinson, and Assistant Professor

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Introduction

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helpful and encouraging; and to Lieutenant Commander Robert E.
Farrington, USN, of the Office of Information, who has helped
in too many ways to mention. His often dissenting viewpoint
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and Chairman of the Division of Research at the School of
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valuable advice on the treatment of the difficult and impor-
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Professor of Philosophy, read and criticized material on
several occasions.

The writer's work at Boston University has been strongly
influenced by Professor Howard Sherman, Chairman of the
Division of Public Relations, Associate Professor (and Com-
mander, USN) Samuel S. Linton, and Assistant Professor

Edward J. Robinson. Dr. Robinson, in his capacity as thesis advisor, has been especially helpful. All have given generously of their time and advice, and bear some responsibility for whatever in the following pages may reflect credit on Boston University.

For whatever is the following pages was written on
basis of their time and effort, and some responsibility
accepted, has been voluntarily accepted. All those given respon-

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II. PUBLIC RELATIONS TRAINING IN THE NAVY

HISTORY

The history of Navy public relations begins with the establishment of a Navy News Bureau in the office of the Secretary of the Navy during World War I. The Bureau, staffed by civilians recruited from the newspaper world, was discontinued after the war and its functions were transferred to the newly created Public Relations Branch of the Office of Naval Intelligence. Public Relations remained a responsibility of Intelligence until 1941, when Secretary of the Navy Frank Knox, a former newspaper publisher, established the Office of Public Relations as a part of his own office and detailed a flag officer to supervise relationships between the Department and the public.

Mobilization for World War II brought to the Navy a vast body of journalists, broadcasters, public relations men, salesmen, advertising men, and other men and women who were well qualified for the numerous public relations billets being created ashore and afloat. There was no need to train these people in the techniques of public relations. Indeed, their shortcomings as Navy public relations officers often were due to the wide scope of their knowledge of technique coupled with an inability or unwillingness to abide by the restraints imposed by a rather conservative and necessarily security-conscious military service. The problem was one of making

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naval officers of public relations men, not one of making information officers out of sea dogs. While it was necessary to assign a good many career officers to public relations and internal information, in most cases they were well buttressed with reserve specialists and received their public relations indoctrination on the job.

With demobilization, the vast majority of reserve officers returned to civilian life. But public relations, like a good many other wartime developments, had become too big to put in moth balls. It was clear that the Navy would need an Office of Public Relations--or Office of Information as it later came to be called--and that public information officers would be needed at major bases and on most large command staffs ashore and afloat. Accordingly, provisions were made to transfer about 40 officers from the Naval Reserve to the regular Navy, and to designate them specialists in public relations, just as the need was met for specialists in law, hydrography, communications, photography, and several types of engineering. These officers were to fill key billets in the post-war public information program along with reserve officers voluntarily remaining on active duty and regular Navy officers not designated specialists but having some interest in and aptitude for public relations work.

There was little in the way of professional training for public information during the late 1940's. Three reserve ensigns were assigned to the University of Missouri for summer journalism courses in 1945 but all three were civilians before the end of 1947. One regular officer attended a similar course

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in the late '40's, but he, too, subsequently left the service. It was not until the Army Information School became the Armed Forces Information School in 1950 that any formal training course was available to Navy information officers.

During this period, a number of specialist billets were vacated by deaths and resignations and it soon became apparent that some means must be found to obtain information officers of relatively junior rank who were both trained in public relations techniques and well grounded in naval professional subjects. Two officers attended Harvard University in association with the Nieman Fellows in 1952 and 1953, but both were commanders and already were designated public information specialists. In 1953, arrangements were made to send one or two naval officers to Boston University's School of Public Relations and Communications each fall for a twelve-month postgraduate course. This course is open both to specialists and to unrestricted line officers, but while it may provide excellent training for a small number of potential specialists it cannot meet the Navy's need for training the larger number of non-specialist officers who also will serve in the information program.

From 1950 to early 1954, such non-specialist officers were trained either in the Armed Forces Information School or, more often, on the job. When AFIS was disestablished as a joint school in 1954, the Chief of Information recommended the establishment of a training course for officers at the Naval Journalist School at Great Lakes, Ill., where second and third class petty officers have been trained for public

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information duties since shortly after World War II.³

Administration

The Chief of Information, under the Secretary of the Navy and the Chief of Naval Operations, is directly responsible for Navy public relations. His mission also includes "... (imparting) to the personnel of the Navy, including the reserve components thereof, appropriate information on current policies and programs of the Navy Department."⁴

Responsibility for training of naval personnel (other than aviation training) is vested in the Chief of Naval Personnel. Such operating bureaus and offices as the Office of Information, the office of the Judge Advocate General, or the Bureau of Ships outline their training needs and it is the function of the Bureau of Personnel to draw up and administer the training programs. The requesting bureau or office, of course, provides technical guidance to the Standard and Curriculums Branch of the Bureau of Naval Personnel. Thus the Naval School, Journalists, at Great Lakes is under the management control of the Bureau of Naval Personnel with the Chief

³Fairly complete histories of public relations in the Navy may be found in Scott M. Cutlip and Allan H. Center, Effective Public Relations, Prentice-Hall, 1950, chapter 25, and in the U. S. Navy Public Relations Manual (NavExos P-1035), article 2104. Such of the above material as does not appear in these sources is based on the writer's personal knowledge of Navy public information with which he has been associated since December, 1946.

⁴U. S. Navy Public Relations Manual (NavExos P-1035), article 0203.2(c).

of Information providing technical guidance.⁵ When the Chief of Information wished to establish a training course for information officers, it was necessary that this be formally proposed to the Chief of Naval Personnel. The Bureau of Naval Personnel approved the plan, and the Standards and Curriculum Branch of its Training Division was directed to work out details with the Office of Information.

The request to the writer referred to previously was the result of an agreement between the Bureau of Naval Personnel and the Office of Information. The writer acted as an agent for the Office of Information in preparing the curriculum. His work was subject to review by the Office of Information, which, after making certain modifications, forwarded the curriculum to the Bureau of Naval Personnel with a statement to the effect that it would meet the Office's training needs and was proposed as the curriculum for the course. This was somewhat the reverse of the normal procedure in which the Bureau of Naval Personnel would prepare a curriculum based on another bureau or office's statement of training requirements and then forward the curriculum to that bureau for review. This procedure was adopted because of the somewhat special nature of the curriculum, the fact that the Bureau had not had occasion to draw up training courses for information officers previously, and the availability of the writer at a civilian institution specializing in public relations training.

⁵Ibid., articles 0414 and 0415.

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give up training courses for information officers previously,
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Because the Information Officers Training Course touches on internal information and recruiting publicity, as well as public information, a word should be said about the administration of these functions in the Navy.

Internal information in the Armed Services is coordinated by the Armed Forces Information and Education Division of the Office of the Secretary of Defense. The Armed Forces Information and Education program is carried out within the Navy by the I & E Section of the Standards and Curriculums Branch of the Bureau of Naval Personnel. Internal information, as well as the educational aspects of the program (administration of Armed Forces Institute courses and other off-duty training programs), is considered primarily a personnel function rather than a responsibility of the Navy's public relations organization. This organizational location emphasizes I & E's close relationships with naval training.⁶

The Navy Recruiting Service also is located in the Bureau of Naval Personnel and has its own Recruiting Publicity organization. Although there is a good deal of cooperation between the Recruiting Service and public information officers, both in Washington and in the field, the two are administered independently.

⁶The Navy Information and Education Manual (NavPers 16,963C), July, 1952, p. 3.

Because the information obtained from these sources on internal information and confidential sources, as well as public information, a report should be made about the collection of these documents in the Navy.

Internal information in the form of letters is coordinated by the Armed Forces Information and Research Division of the Office of the Secretary of Defense. The Armed Forces Information and Research Division is created and within the Navy by the 1 & 2 Section of the Standards and Organization Bureau of the Bureau of Naval Personnel. Internal information, as well as the confidential reports of the personnel (classification of

Armed Forces Institute courses and other self-help training program), is considered primarily a personnel function rather than a responsibility of the Navy's public relations organization. This organizational function requires 1 & 2 a clear relationship with naval training.

The Navy Research Service also is located in the Bureau of Naval Personnel and has the responsibility for the organization. Although there is a good deal of cooperation between the Research Service and public information efforts, both in the organization and in the field, the two are administered independently.

III. DEVELOPMENT OF THE CURRICULUM

The Original Outline

The topical outline prepared by the Office of Information contained the following areas:

- I. The Navy's Role in National Defense (19 hours)
- II. The Navy's Information Program (26 hours)
- III. Public Relations in Action (61 hours)
- IV. Case Studies (20 hours)
- V. Field Trips (21 hours)
- VI. Summary and Review of Course (3 hours)

Because these titles are not completely self explanatory, major sub-headings are given below. (The complete outline is reproduced in Appendix A)

- I. THE NAVY'S ROLE IN NATIONAL DEFENSE (19 hours)
 - A. History of the Navy (8)
 - B. The National Security Organization (2)
 - C. The Missions of the Armed Forces (2)
 - D. U. S. Foreign Relations (2)
 - E. The Meaning of Sea Power (2)
 - F. The U. S. Navy Today (2)
- II. THE NAVY'S INFORMATION PROGRAM (26 hours)
 - A. The Meaning of Public Relations (3)
 - B. The History of Public Relations (4)
 - C. The Navy's Public Relations Program (8)
 - D. The Navy's Internal Relations Program (2)
 - E. The Navy's Recruiting Program (4)
 - F. The Naval Reserve Program (2)
 - G. The Marine Corps (2)
 - H. The Navy's History Program (2)

III. DEVELOPMENT OF THE OUTLINE

The Original Outline

The original outline prepared by the Office of Information

contained the following items:

- I. The Navy's Role in National Defense (15 hours)
- II. The Navy's Information Program (20 hours)
- III. Public Relations in Action (51 hours)
- IV. Case Studies (20 hours)
- V. Field Trips (51 hours)
- VI. Summary and Review of Course (1 hour)

Because these titles are not completely self explanatory,

major sub-headings are given below. (The complete outline is

reproduced in Appendix A)

I. THE NAVY'S ROLE IN NATIONAL DEFENSE (15 hours)

1. History of the Navy (5)
2. The National Security Organization (5)
3. The Mission of the Armed Forces (5)
4. U.S. Foreign Relations (5)
5. The meaning of the Navy (5)
6. The U.S. Navy Today (5)

II. THE NAVY'S INFORMATION PROGRAM (20 hours)

1. The meaning of Public Relations (5)
2. The history of Public Relations (5)
3. The Navy's Public Relations Program (5)
4. The Navy's Internal Relations Program (5)
5. The Navy's External Relations Program (5)
6. The Navy's Recruiting Program (5)
7. The Navy's Reserve Program (5)
8. The Navy's Corps (5)
9. The Navy's History Program (5)

III. PUBLIC RELATIONS IN ACTION (61 hours)

- A. Planning the Public Relations Program (1)
- B. Analysis of Special Interest Groups (2)
- C. The Fourth Estate (2)
- D. Public Information Media (28)
 - 1. General (1)
 - 2. Newspapers (5)
 - 3. Still Photography (5)
 - 4. Newsreel and Television Film (2)
 - 5. Radio and Television (5)
 - 6. Magazines and Books (1)
 - 7. Speeches and Statements (3)
 - 8. Public Relations in Emergencies (1)
 - 9. Public Relations Annex to Operations Plans (2)
 - 10. Sponsorship and Accreditation of Correspondents (1)
 - 11. The Fleet Home Town News Center (2)
 - 12. The Armed Forces Information Service (1)
- E. Security and Review (3)
- F. Special Events (5)
- G. Community Relations (5)
- H. The Navy and International Relations (2)
- I. Naval Reserve Public Relations Companies (1)
- J. Public Relations in Time of War (4)
- K. Navy Communication Facilities (2)
- L. The Navy Journalist Program (1)
- M. Managing the Information Office (5)

IV. CASE STUDIES (20 hours)

- A. A Major Fleet Training Exercise
- B. A Community Relations Problem
- C. Planning for a Special Event
- D. Arranging for a Press Conference
- F. An Oral Briefing

V. FIELD TRIPS (21)

- A. A Metropolitan Newspaper
- B. A Radio Station
- C. A TV Studio
- D. A Graphic Arts Company
- E. A Wire Service Office
- F. A Photo Service Office
- G. A Public Relations Firm
- H. The Fleet Home Town News Center
- I. The Public Information Office, Ninth Naval District
- J. The Public Information Office, Chief of Naval Air Reserve Training
- K. The Chicago Chamber of Commerce and Board of Trade
- L. Navy Recruiting Center, Chicago

VI. SUMMARY AND REVIEW OF COURSE (3)

III. PUBLIC RELATIONS IN ACTION (61 hours)

- A. Planning the Public Relations Program (1)
- B. Analysis of Special Interest Groups (2)
- C. The Public Relations Office (2)
- D. Public Information Office (20)

1. General (1)
2. News Service (2)
3. Public Information Office (2)
4. News Service and Public Information Office (2)
5. Radio and Television (2)
6. Magazine and Book (1)
7. Speeches and Statements (1)
8. Public Relations in Emergency (1)
9. Public Relations Office in Government (2)
10. Government and Administration of Government (1)
11. The First Lady's Office (2)
12. The Armed Forces Information Service (1)

1. Security and Review (2)
2. Special Events (2)
3. Community Relations (2)
4. The Navy and International Relations (2)
5. Naval Reserve Public Relations Committee (1)
6. Public Relations in Time of War (4)
7. Navy Communication Policies (2)
8. The Navy Journalist Program (1)
9. Managing the Information Office (2)

IV. CASE STUDIES (30 hours)

1. The First Lady's Office
2. Community Relations Program
3. Planning for a Special Event
4. Planning for a Press Conference
5. An Oral Interview

V. FIELD TRIPS (21)

1. Washington, D.C.
2. Public Relations Office
3. TV Station
4. Press and Publicity Office
5. Public Service Office
6. Public Relations Office
7. The First Lady's Office
8. The Public Information Office, Armed Forces District
9. The Public Information Office, Chief of Naval
10. Navy Recruiting Center, Chicago
11. The Chicago Chamber of Commerce and Board of Trade
12. Navy Recruiting Training

The writer felt that the original outline was subject to the following criticisms:

1. Area I placed greater emphasis on subjects to which student officers would have been thoroughly exposed elsewhere (e.g., naval history, explored in considerable detail in all officer candidate courses) than on current foreign relations, an everchanging area which bears directly on defense policies and the present and future roles of the Navy. The writer fully appreciated the importance of insuring that Navy information officers know something of the Navy, its history, role and missions, and capabilities; a salesman who has been taught a great deal of salesmanship but knows little about his product is a poor salesman, indeed. But it seemed extravagant, when time was at such a premium, to spend eight hours on naval history--to the detriment of more "live" subjects--on the apparent assumption that the students would thereby retain more than they had from longer and more intensive courses in the same subject at the Naval Academy, in college NROTC units, or in Officer Candidate School.

2. Areas II and III did not appear differentiated on an entirely logical and consistent basis. Both contained elements of theory. Most matters of technique were confined to Area III, but both contained discussions of administration and Navy policy which, it seemed to the writer, might better have been grouped separately. Certain matters discussed under the general heading of Public Information Media seemed to be broader or narrower than that heading implied. (For example: Speeches and Statements, Public Relations in Emergencies, and

I. THE HISTORY OF THE UNITED STATES OF AMERICA

which extend from the year 1776 to the year 1861, and which are the most important events in the history of the United States. The first part of the book is devoted to the history of the United States from 1776 to 1800, and the second part to the history of the United States from 1800 to 1861. The first part of the book is divided into three volumes, and the second part into two volumes. The first volume of the first part is devoted to the history of the United States from 1776 to 1789, and the second volume to the history of the United States from 1789 to 1800. The first volume of the second part is devoted to the history of the United States from 1800 to 1815, and the second volume to the history of the United States from 1815 to 1861. The first volume of the first part is divided into three volumes, and the second part into two volumes. The first volume of the first part is devoted to the history of the United States from 1776 to 1789, and the second volume to the history of the United States from 1789 to 1800. The first volume of the second part is devoted to the history of the United States from 1800 to 1815, and the second volume to the history of the United States from 1815 to 1861.

II. THE HISTORY OF THE UNITED STATES OF AMERICA

in an entirely logical and consistent manner. The first volume of the first part is devoted to the history of the United States from 1776 to 1789, and the second volume to the history of the United States from 1789 to 1800. The first volume of the second part is devoted to the history of the United States from 1800 to 1815, and the second volume to the history of the United States from 1815 to 1861. The first volume of the first part is divided into three volumes, and the second part into two volumes. The first volume of the first part is devoted to the history of the United States from 1776 to 1789, and the second volume to the history of the United States from 1789 to 1800. The first volume of the second part is devoted to the history of the United States from 1800 to 1815, and the second volume to the history of the United States from 1815 to 1861.

Public Relations Annex to Operations Plans, all of which encompass more than media relations, and the Armed Forces Information Service which is an internal information medium.)

3. Area IV did not contain sufficient subject matter. The writer agreed with the proposal to devote 20 hours to case studies or problems, but it was apparent that additional headings would have to be added if this time were to be spent profitably.

4. Area V contained more field trips than could be included profitably in such a brief course, and the writer saw little to be gained by trips to some of the places listed. A visit to a metropolitan newspaper would include most of what could be seen at wire or photo service offices or at a graphic arts company. There is little startling to be seen at most public relations firms. It would seem more worth while (and less time consuming) to arrange for a civilian public relations executive to address the group at the school if some contact with the public relations profession outside the Navy were desired. Visits to the Chicago Association of Commerce and Industry and to the Board of Trade seemed luxuries on such a tight schedule, as did a trip to the Navy Recruiting Center in Chicago.

5. The writer would have preferred to see a greater emphasis placed on theoretical considerations of mass communication. In the time allotted it would be impossible to turn out skilled media technicians or expert interpreters of Navy information policy. Real skill in media techniques and thorough knowledge of policy come from practice on the job. Sessions

Public Relations comes to operations plans, all of which are
concerned with their public relations, and the kind of information
gathered service which is an important information system.)
The writer agreed with the proposal to devote 20 hours to each
system or problem, but it was suggested that additional hours
might be added to be added to this time were to be spent
probably.
4. Area Y suggested that this time then could be
included probably in such a trial course, and the writer saw
little to be gained by trips to some of the places listed. A
visit to a metropolitan newspaper would include part of that
could be done at time or photo service offices to do a complete
area survey. There is little starting to be seen at most
public relations firms. It would seem more worth while (and
less time consuming) to arrange for a civilian public relations
service to address the group at the school if some contact
with the public relations profession outside the Navy were
desired. Visits to the Chicago Association of Commerce and
Industry and to the Board of Trade would include on such a
trip possible, but a trip to the Navy Recruiting Center
in Chicago.
5. The writer would have preferred to see a greater
emphasis placed on historical comparisons of some unusual
cases. In the time allotted it would be impossible to form
any solid media techniques or expert instructions of Navy
telecommunications policy. Best will in media techniques and thorough
knowledge of policy must come from practice on the job. Sessions

devoted to media techniques could do little more than acquaint students with the fundamentals of journalism, radio, television and photography. If this portion of the course were to teach the student what the media expect from the Navy and give him some understanding of the practical problems of the editor, reporter, photographer, or broadcaster, it would have served its purpose. Doubling the time allotted to media could hardly accomplish more. Similarly, time devoted to policy and directives would be well spent if students learned that policies and directives exist and where they may be found. It would be too much to expect students to assimilate the entire contents of the Navy Public Relations manual in a 150 hour course. But while practical matters are best learned through experience, theory is not. In more than seven years of Navy public relations practice, the writer has been exposed to little theory. It is his firm belief--an opinion certainly shared by the vast majority of teachers and students in nearly all fields of endeavor--that the development of practical skills can be hastened appreciably by exposure to pertinent theoretical considerations. The writer therefore felt that the curriculum would be strengthened by the addition of material on communication theory, especially the study of formation and changing of public opinion, to which students probably would not be exposed later in their careers. Public opinion was one of three sub-headings of a three hour session in the original outline.

In discussing these objections to the original outline, the writer does not mean to deal harshly with the work of the Office of Information, which admittedly drew up the outline on some-

devoted to public knowledge would be better than a separate
volume with the fragments of the original, better, perhaps
and photography. It is a question of the course with the
the student would the public aspect from the law and give him
some understanding of the historical process of the editor,
report, photographer, or publisher, it would have served
the purpose. Leaving the time allotted to such a study
necessary more. Similarly, time devoted to policy and other
things would be well spent if students learned that policies
and decisions exist and where they may be found. It would be
too much to expect students to assimilate the whole course
of the Navy Public Relations course in a 150 hour course. And
while practical matters are best learned through experience,
theory is not. In many cases, years of Navy public rela-
tions practice, the writer has been exposed to little theory.
It is his first belief--an opinion certainly shared by the vast
majority of teachers and students in nearly all fields of en-
gineering--that the development of practical skills can be hastened
appreciably by exposure to pertinent theoretical considerations.
The writer therefore felt that the curriculum would be strength-
ened by the addition of material on communication theory, es-
pecially the study of formation and changing of public opinion,
to which students probably would not be exposed later in their
career. Public opinion was one of those subjects of a
three hour session in the original outline. In discussing these objections to the original outline, the
writer does not mean to deal harshly with the work of the college
of Information, which admirably does its best within its means.

what short notice and could not assign anyone to the task of planning the curriculum on a full-time basis. If the course had been established with little or nothing more than the original outline to go by, the writer has little doubt that it would have been a successful venture. For this was a good outline. These criticisms are enumerated here only to explain the writer's subsequent deviation from the outline in preparing his own proposed curriculum and syllabus, which will be discussed in the next section. If the writer's outline was an improvement on the original version, this is only because two heads are better than one. And if the final curriculum was, in turn, an improvement over both outlines, this may be because the conference is a more satisfactory medium for reaching agreement than is correspondence.

The Proposed Curriculum

To meet the objections raised above, the writer reorganized the curriculum into the following major divisions:

- A. Foundations of Public Communication (27 hours)
- B. The Navy and United States World Policy (17 hours)
- C. Communicating with the Public through the Information Media (37 hours)
- D. Communicating Directly with the Public (14 hours)
- E. Special Aspects of Navy Information (24 hours)
- F. Case Studies and Problems (20 hours)
- G. Seminar: Summary and Evaluation of the Course (3 hours)⁷

⁷The entire outline, including reading assignments, is reproduced in Appendix B.

What about notice and could you please anyone to the bank of planning the curriculum on a full-time basis. In the course had been established with little or nothing more than the original outline to be it, the writer has little doubt that it would have been a successful venture. For this was a good outline. These criticisms are suggested here only to explain the writer's suggested revision from the outline in preparing his own proposed curriculum and syllabus, which will be discussed in the next section. In the writer's outline was an improvement on the original version, this is only because two heads are better than one. And if the final curriculum was, in turn, an improvement over both outlines, this may be because the conference is a more satisfactory medium for reaching agreement than is correspondence.

The Proposed Curriculum

To meet the objection raised above, the writer reorganized the curriculum into the following major divisions:

- A. Foundations of Public Communication (27 hours)
- B. The Navy and United States World Policy (17 hours)
- C. Communication with the Public through the Information Media (17 hours)
- D. Communicating Directly with the Public (14 hours)
- E. Special Aspects of Navy Information (14 hours)
- F. Case Studies and Problems (20 hours)
- G. Seminar: Summary and Integration of the Course (2 hours)

Area A dealt with the history and *raison d'etre* of public relations, fundamental planning procedures, communication and public opinion, and writing for readability. Area B contained much the same material as the original Area I, although the emphasis was shifted somewhat from history to current world affairs. Considerable use was made of Armed Forces Talk pamphlets and other internal information material. (Since the first two areas of the course would be scheduled to run concurrently, it mattered little that what had originally been scheduled first was now the second area of the course.) Areas C and D were devoted to techniques and Area E to applications of the techniques. Such headings as Internal Relations, Public Information for Exercises and Operations, Public Information and Security, and Navy Recruiting appeared here. Both the Navy's own Public Relations Manual, which has the force of a directive, and standard texts were used where applicable in all sections. Field trips were scheduled where appropriate to the subject matter being studied and included only the Public Information Offices of the Ninth Naval District and Great Lakes Naval Training Center, the Fleet Home Town News Center (also at Great Lakes), and one day spent in Chicago visiting a metropolitan daily newspaper, a network radio station, and a television studio. Time saved by reducing the number of field trips was largely devoted to sessions on planning, public opinion, and theoretical considerations, although it was by no means all allotted to theory.

The writer recognizes that the proposed curriculum was subject to the following criticisms:

from a study with the history and origin of public relations, functional planning procedures, administrative and public opinion, and writing for publicity. A new edition with the same material as the original first edition, the emphasis was shifted somewhat from history to current events. Considerable new material was added to this edition, and other internal administrative material. (Since the first two years of the course would be scheduled to run concurrently, it was decided that the first year would originally contain material first year and the second year of the course.) The first year was devoted to techniques and gave a few applications of the techniques. Such headings as Industrial Relations, Public Information for Executives and Operations, Public Information and Society, and Navy Relations appeared here. Both the Navy's own Public Relations Manual, which has the force of a directive, and standard texts were used where applicable in all sections. Field trips were arranged where appropriate to the subject matter being studied and included only the Public Information Office of the High Naval District and Great Lakes Naval Training Center. The first Navy Town News Center (also at Great Lakes), and one day spent in Chicago visiting a metropolitan daily newspaper, a network radio station, and a television station. The second year covered the history of public relations and largely devoted to sessions on planning, public opinion and theoretical considerations, although it was by no means all devoted to theory. The other two sections that the proposed curriculum was subject to one following criticism:

1. Due to a misunderstanding on the writer's part the curriculum provided for a one or two hour review on completion of each major area. The Bureau of Naval Personnel had already indicated that this was not desired. Because the course was so short, one review was considered sufficient.

2. The writer was under the impression that students would report on the first Monday and be detached the final Friday. Thus he left some eight hours free for administrative matters which actually were to be accomplished outside of class hours.

3. Insufficient emphasis was placed on administration of Navy public information ashore and afloat and on public relations responsibilities of commanding officers and public information officers.

4. Too great a burden may have been placed on the student, and correspondingly not enough placed on the instructor, in certain theoretical areas, especially public opinion. The writer later voluntarily deleted one theoretical section (on content analysis of editorials or news stories) as being too academic, but refused to accept the thesis advanced by some critics that the entire sections on public opinion and semantics were too theoretical and abstruse to be of value.

5. When the proposed curriculum was presented to the Office of Information, certain areas dealing with special applications, such as International Relations, Internal Relations and Morale, and the Naval Reserve, were by no means in finished form. In some cases, the writer had no material on these subjects and in other cases his material was limited.

1. The following is a summary of the writer's part in the investigation provided for in the report on the question of each major case. The purpose of the investigation was to determine whether the information was reliable. Because the investigation was so short, one cannot say whether the information was reliable or not.

2. The writer was under the impression that the information would report on the first meeting and be detailed the final Friday. This he felt was a long time for a meeting of five members which actually were to be accomplished within a few hours.

3. Inadequate emphasis was placed on administration of Navy public information service and other and on public relations responsibilities of commanding officers and public information officers.

4. Too great a portion may have been placed on the subject, and correspondingly not enough placed on the subject of, in certain theoretical areas, especially public relations. The writer later voluntarily deleted one theoretical section (on content analysis of editorial or news stories) as being too academic, but refused to accept the thesis advanced by some critics that the entire section on public opinion and research were too theoretical and therefore to be omitted.

5. When the proposed curriculum was presented to the Office of Information, certain areas dealing with special applications, such as International Relations, Internal Relations and Morale, and the Naval Reserve, were by no means in limited form. In some cases, the writer had no material on these subjects and in other cases his material was limited.

It had been agreed, however, that these areas would be filled in after his arrival in Washington.

6. The writer did not have an opportunity to screen any training films during the preparation of the curriculum. This deficiency was recognized at the time, and it was planned to add such visual training aids in conference in Washington.

When the time came to reconcile the two versions of the curriculum, the fact that the writer's proposed outline contained several hours erroneously allotted to administrative matters and review seminars made it possible to add material desired by the Office of Information without exceeding the 150 hour limit imposed by the Bureau of Naval Personnel.

Modification of the Curriculum by the Office of Information

The writer arrived in Washington on Sunday, June 20, and attended a conference at the Bureau of Naval Personnel, in company with an officer from the Office of Information, at 9:30 Monday morning. In the course of this conference, Bureau representatives reviewed the curriculum and gave it general, tentative approval. It was agreed that final Bureau approval and implementation would be withheld pending complete review by the Office of Information. Bureau representatives also made the following recommendations:

1. That the curriculum (the stylized publication referred to earlier listing assignments, reference materials, and "key points" of each lesson, primarily for the use of the instructor) and the syllabus be combined into one document for the use of both instructors and students. This would save

It had been agreed, however, that these areas would be filled in after the system in Washington. The writer did not have an opportunity to discuss any pending items during the preparation of the memorandum. This deficiency was recognized at the time, and it was planned to add such vital training aids in conference in Washington. When the plan came to Washington for the review of the curriculum, the fact that the writer's proposed outline contained several hours erroneously allotted to administrative matters and review materials made it possible to add material desired by the Office of Information without exceeding the 150 hour limit imposed by the Bureau of Naval Personnel.

Modification of the Curriculum by the Office of Information

The writer arrived in Washington on Sunday, June 30, and attended a conference at the Bureau of Naval Personnel, in company with an officer from the Office of Information, at 9:30 Monday morning. In the course of this conference, Bureau representatives reviewed the curriculum and gave it general, constructive approval. It was agreed that final Bureau approval and implementation would be withheld pending complete review by the Office of Information. Bureau representatives also made the following recommendations:

1. That the curriculum (the revised presentation referred to earlier listing assignments, reference materials, and key points at each lesson, primarily for the use of the instructor) and the syllabus be combined into one document for the use of both instructors and students. This would have

printing costs and would provide the student the same summary of the course for personal retention as would the syllabus.

2. That the articles on public opinion and semantics prepared by the writer for inclusion in the syllabus be presented in lecture form rather than as required reading, and that all readings on public opinion be listed as reference (required of the instructor and optional for students) rather than as required reading assignments. It was the Bureau's feeling that this material would be better absorbed if the burden were shifted from the student to the instructor. This also permitted placing two expensive books in the library rather than purchasing one copy for temporary issue to each student. (It should be noted, however, that while the Bureau was interested in economy, this decision was based on the belief that the material would be better presented in lecture form. The books would have been purchased and issued if the writer had insisted upon it.)

It was further agreed that the document, when presented formally to the Bureau of Naval Personnel by the Chief of Information, would be in the customary curriculum format, containing in addition such material from the syllabus as was considered desirable to retain; that it would contain recommendations for the use of films and other training aids where appropriate; and that it would be accompanied by a statement to the effect that this was the material which the Chief of Information desired to have taught in the Information Officers Training Course.

The Office of Information made a number of additional

printing copy and would provide for making the same primary
of the copy for personal reference as would the syllabus.
2. That the article on public opinion and attention
prepared by the writer for inclusion in the syllabus be con-
sidered in Section Four, under the heading of "Public Opinion", and
that all readings on public opinion be listed as references
(required of the instructor was optional for students) rather
than as required reading assignments. - It was the Bureau's
feeling that this material would be better absorbed if the
burden were shifted from the student to the instructor. This
also permitted placing two separate books in the library rather
than purchasing one copy for temporary loan to each student.
(It should be noted, however, that while the Bureau was inter-
ested in economy, this decision was based on the belief that
the material would be better presented in lecture form. The
books would have been purchased and issued if the writer had
insisted upon it.)
It was further agreed that the document, when presented
formally to the Bureau of Naval Personnel by the Chief of
Information, would be in the customary curriculum format, con-
taining in addition such material from the syllabus as was
considered desirable to retain; that it would contain recom-
mendations for the use of films and other training aids where
appropriate; and that it would be accompanied by a statement
to the effect that this was the material which the Chief of
Information desired to have taught in the Information Officers
Training Course.
The Chief of Information made a number of additional

changes. Major areas were again redesignated, the final form being as follows:

- A. The Navy and United States World Policy (19 hours)
- B. Foundations of Public Communication (22 hours)
- C. The Navy's Public Information Program (37 hours)
- D. Public Information Media (43 hours)
- E. Case Studies (20 hours)
- F. Review and Evaluation of the Course (3 hours)⁸

The principal effects of these changes were as follows:

Area A: The time originally devoted to the history of sea power and of the U. S. Navy was restored. Additional time was devoted to the roles and missions of the individual armed services and slightly less allotted to current world affairs. A two hour review seminar was dropped, and in addition two more hours were added to Area A.

Area B: The two hour review seminar was deleted and a three hour field trip to Navy public information offices was transferred to Area C. Otherwise the subject matter was not changed. The order of presentation was altered, however, in that public opinion was placed before semantics and writing. As suggested by the Bureau of Naval Personnel, material on semantics and public opinion became lectures and optional reading rather than required reading. The two articles which the writer prepared for the syllabus were to be furnished the School directly by the Chief of Information with the suggestion

⁸The entire curriculum, as finally approved by the Office of Information appears in Appendix C.

contacts. Major news was again recognized, the final text being as follows:

- A. The Navy and United States World Policy (13 hours)
- B. Foundations of United States Policy (13 hours)
- C. The Navy's World Information Program (13 hours)
- D. United States Policy (13 hours)
- E. United States Policy (13 hours)
- F. Review and Synthesis of the Course (13 hours)

The principal changes of these changes were as follows:
Item A: The time originally devoted to the history of the power and of the U. S. Navy was retained. Additional time was devoted to the role and mission of the individual service and slightly more allotted to current world affairs. A two hour review seminar was dropped, and in addition two more hours were added to Item A.

Item B: The two hour review seminar was deleted and a three hour field trip to Navy public information offices was substituted for Item C. Otherwise the subject matter was unchanged. The order of presentation was altered, however, in that public opinion was placed before presentation and reading in suggested by the Bureau of Naval Personnel material on presentation and public opinion became leading and optional reading rather than optional reading. The two articles which the writer prepared for the syllabus were to be retained and School directly by the Chief of Information with the suggestion

that they be used as a basis for lectures and additionally that they be mimeographed for distribution to students after the sessions in which used.

Area C: This area begins with administrative material not contained in the writer's outline. It then discusses certain applications which appeared in the writer's proposed Area E (Special Aspects of Navy Information) and the subjects of community relations and special events which the writer included (along with public speaking) under the title "Communicating Directly with the Public" to differentiate such activities from media relations.

Area D: Except for the addition of Speech Writing and Public Speaking, which the writer included under "Communicating Directly with the Public," and the deletion by the writer of a section on content analysis, this area is identical with the writer's Area C. The section on speech writing was cut by the Office of Information from six hours to three (and the writer, therefore, deleted Monroe's "Principles and Types of Speech" from the required reading list and made it reference for instructors) and the review seminar was dropped. One text (Benedick, "Television Works Like This") was demoted from required reading to reference.

The writer is responsible for three hours of Area A and, except for minor changes in wording, for the content of all remaining sessions. Where sections were added by the Office of Information, as in Sessions C-1 through C-5 (see Appendix C), the topics were suggested by the Office and the lessons were prepared by the writer.

that they be used as a basis for further investigation. The reason is that they be investigated for distribution in schools after the reason is clear.

Page 3: This case begins with a letter from the writer and contained in the writer's opinion. It then discusses certain applications which appeared in the writer's proposed Area 1 (Special Agents of New Information) and the subject of community relations and special events with the writer included (along with public speaking) under the title "Community-acting directly with the public to illustrate each activity from media relations.

Page 4: Except for the addition of special training and public speaking, which the writer included under "Community-acting directly with the public, and the deletion of the writer of a section on contact analysis, this page is identical with the writer's page 2. The section on special training was cut by the Office of Information from six hours to three (and the writer, therefore, deleted Ketter's "Principles and Types of Speech" from the revised training list and made it reference for information) and the review section was dropped. The text (included, "Information about Lake Tahoe") was changed from re-ferred training to reference.

The writer is responsible for these changes of page 4, except the minor changes in wording, for the content of all remaining material. These sections were added by the Office of Information, as in Sections C-1 through C-4 (see Appendix C). The topics were suggested by the Office and the headings were prepared by the writer.

EVALUATION AND RECOMMENDATIONS

The writer is generally satisfied with the substance and organization of the curriculum. Although he retains some minor misgivings over a few details, he feels that the final product is superior both to the original outline and to his proposed curriculum.

He believes that Area A is still somewhat subject to the criticisms directed earlier toward Part I of the original outline, but recognizes that there is no one "right" approach to this particular area. It might appear at first glance that inclusion of material in Area C which presupposes some knowledge of media techniques (covered in Area D) is putting the cart before the horse. The writer does not feel that this is a serious weakness, however, as in actual practice these areas will be explored concurrently. By the time the students begin studying community relations and special events in Area C, they will be far enough into Area D to have acquired some acquaintance with press and radio.

Although he agreed with the decision at the time, he is inclined to feel in retrospect that it may have been a mistake to demote the selections on public opinion from required reading to reference. With due respect to the instructors who have been ordered to the school, both of whom are unusually competent information officers, the writer believes that this material might best be read from original sources rather than being presented entirely in lecture form. Few, if any,

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Although he agreed with the decision at the time, he is inclined to feel in retrospect that it may have been a mistake to denote the selections on public opinion from readings leading to reference. With due respect to the instructors who have been ordered to the school, both of whom are unusually competent information officers, the writer believes that this material might best be read from original sources rather than being presented entirely in lecture form. Few, if any,

Navy information officers have the technical background needed to handle this material authoritatively, and it is hoped that the original instructors and their successors will take special pains to interpret these articles meaningfully.

The task of putting the curriculum into the desired format may have been undertaken too hurriedly. If this is the case, it is hoped that the instructors will supplement the lesson plans, especially the "key points" listed for each session, with their own presentation outlines. Such outlines might well form the basis for eventual revision of the curriculum.

It is impossible at this writing to make a complete evaluation of the curriculum as it was finally approved by the Chief of Information. Unless glaring deficiencies come to light early in the administration of the course, the curriculum can be evaluated reliably only after a number of officers of varying backgrounds have completed the course and gone on to perform information duties in the Navy. Without suitable testing methods, including careful comparison of the performance of officers trained at the School with that of a matched group of officers not so trained, it may never be evaluated scientifically.

But considerable credence must be given to evaluations by the instructors and by the students themselves. It is recommended that at least one hour of the final review and evaluation seminar be devoted to ascertaining the reactions of the students to the course material and methods of presentation. It might be desirable to tape record this session in order that written records of students' comments and recommendations

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might be kept on file. A carefully designed questionnaire might also be devised, both to measure average student retention of material and to obtain student reactions to the curriculum.

It is recommended that instructors be given freedom to deviate within the general format of the curriculum, at least to the extent of adding current material and discussion of problems encountered in their own considerable experience in Navy public relations. The use of guest speakers is also recommended.

A curriculum is not a static thing. It must be altered to meet changing conditions and varying needs. The Information Officers Training Course will best serve the Navy if its curriculum is kept fluid and dynamic. It is hoped that the Officer in Charge of the Journalist School will not hesitate to make such recommendations for modification of the curriculum as his experience with the first few classes may dictate. And it is recommended that the entire curriculum be reviewed at the end of the first year of operation and thereafter at intervals of no less than two years.

might be kept on file. A carefully selected questionnaire might also be devised, not to measure knowledge alone, but to obtain without question to the content of the material.

It is recommended that instruction be given freedom to devote within the general content of the curriculum, as far as to the extent of adding current material and discussion of problems encountered in their own considerable experience in Navy public relations. The use of guest speakers is also recommended. A curriculum is not a static thing. It must be altered to meet changing conditions and varying needs. The instruction Officer Training Course will meet above the Navy of the country is kept fluid and dynamic. It is hoped that the Officer in Charge of the Journalist School will not hesitate to make such recommendations for modification of the curriculum on his experience with the first few classes may dictate. And so it is recommended that the entire curriculum be reviewed at the end

of the first year of operation and thereafter at intervals of no less than two years.

APPENDIX A

THE ORIGINAL TOPICAL OUTLINE PREPARED BY THE
OFFICE OF INFORMATION FOR THE
BUREAU OF NAVAL PERSONNEL AND
SUBSEQUENTLY FURNISHED THE WRITER

APPENDIX A

THE ORIGINAL TITLES APPEARED BY THE

OFFICE OF INFORMATION FOR THE

DEPARTMENT OF REVENUE AND

INTERNAL SECURITY MATTERS

TOPICAL OUTLINE OF COURSE

Subject	Estimated Hours Required
Organization of Class - Introduction to Course - - - -	1
1. Objectives of Course	
2. Regulations	
3. Subject matter to be covered, methods of instruction, requirements	
4. Reference material and facilities	
AREA I - THE NAVY'S ROLE IN NATIONAL DEFENSE	
A. History of the Navy - - - - -	8
1. A review of the U. S. Navy from its beginnings at the American Revolution to the present, highlighting the names and events which have contributed to the development of the greatest naval force in the history of the world.	
2. A re-familiarization with the customs and traditions of the service.	
B. The National Security Organization - - - - -	2
1. The organization and spheres of operations of the various departments, bureaus, agencies and boards which comprise the National Security Organization.	
C. The Missions of the Armed Forces - - - - -	2
1. The role of the Army, Navy, Air Force, Marine Corps in the military security of the United States.	
D. U. S. Foreign Relations - - - - -	2
1. A review of treaties and alliances: The United Nations, NATO, The Mutual Defense Assistance Program, the Rio Pact, the Anzus Pact, etc.	
E. The Meaning of Sea Power - - - - -	2
1. The historical significance of Sea Power and its importance in the Atomic Age.	

TOTAL OUTLINE OF COURSE

Page	Subject
1	Organization of Class - Introduction to Course
	1. Objectives of Course
	2. Regulations
	3. Subject matter to be covered, methods of instruction, requirements
	4. Reference material and facilities
	AREA 1 - THE NAVY'S ROLE IN NATIONAL DEFENSE
1	A. History of the Navy
	1. A review of the U. S. Navy from its beginnings to the American Revolution to the present, highlighting the changes and events which have contributed to the development of the present naval force in the history of the world.
	2. A re-familiarization with the customs and traditions of the service.
2	B. The National Security Organization
	1. The organization and spheres of operations of the various departments, bureaus, agencies and divisions which comprise the National Security Organization.
3	C. The Mission of the Armed Forces
	1. The role of the Army, Navy, Air Force, Marine Corps in the military security of the United States.
4	D. U. S. Foreign Relations
	1. A review of treaties and alliances; the United Nations, NATO, The Mutual Defense Assistance Program, the Rio Pact, the Atlantic Pact, etc.
5	E. The Meaning of Sea Power
	1. The historical significance of sea power and its importance in the world today.

Subject	Estimated Hours Required
F. The U. S. Navy Today - - - - -	3
AREA II - THE NAVY'S INFORMATION PROGRAM	
A. The Meaning of Public Relations - - - - -	3
1. Definition 2. Public Opinion 3. Interpretation and Communication of Navy Information to: inform educate create and sustain good will.	
B. The History of Public Relations - - - - -	4
1. General development and acceptance as an applied art. 2. Public Relations in Government. 3. Origin and development of the Navy's Public Relations Program.	
C. The Navy's Public Relations Program - - - - -	8
1. Mission and Objectives. 2. Responsibility for planning and policy - the Secretary of the Navy the Chief of Naval Operations the Chief of Information. 3. The Office of Public Information, Department of Defense. 4. The Office of the Chief of Information. 5. Bureaus and Offices of the Navy Department. 6. Public Relations in the Shore Establishment. 7. Public Relations in the Fleets. 8. Navy Public Relations in Joint, Unified and NATO Commands. 9. The Navy Information Officer.	
D. The Navy's Internal Relations Program - - - - -	2
1. Information and Education. 2. Navy Publications. 3. Civilian Employee Relationships. 4. Industrial Relations	

7. The U. S. Navy Today - - - - - 2

AREA II - THE NAVY'S INFORMATION PROGRAM

A. The Meaning of Public Relations - - - - - 3

1. Definition
2. Public Opinion
3. Interpretation and Communication of Navy Information
4. Inform
5. Educate
6. Create and maintain good will.

B. The History of Public Relations - - - - - 4

1. General development and acceptance as an applied art.
2. Public Relations in Government.
3. Origin and development of the Navy's Public Relations Program.

C. The Navy's Public Relations Program - - - - - 6

1. Mission and Objectives.
2. Responsibility for planning and policy - the Secretary of the Navy
3. The Chief of Naval Operations
4. The Chief of Information.
5. The Office of Public Information, Department of Defense.
6. The Office of the Chief of Information.
7. Bureau and Office of the Navy Department.
8. Public Relations in the Navy Establishments.
9. Public Relations in the Fleet.
10. Navy Public Relations in Japan, United States Navy Command.
11. The Navy Information Officer.

D. The Navy's Internal Relations Program - - - - - 8

1. Information and Education.
2. Navy Publications.
3. Civilian Employee Relationships.
4. Industrial Relations.

Subject	Estimated Hours Required
E. The Navy's Recruiting Program - - - - - 1. Why a Navy Career? 2. Selection of candidates for the U. S. Naval Academy. 3. The Naval Reserve Officer's Training Corps. 4. Where and how does the Navy get its Enlisted Personnel? 5. WAVES in the Navy. 6. The Navy Recruiting Organization. 7. Navy Recruiting Publicity.	4
F. The Naval Reserve Program - - - - - 1. The Universal Military Training and Service Act. 2. Organization of Naval Reserve forces under Reserve Act of 1952. 3. Keeping the Interest of the Naval Reserves. 4. Public relations and Internal information responsibilities of commanding officers. Naval Reserve Training Centers.	2
G. The Marine Corps - - - - - 1. Organizations and Functions. 2. The Marine Corps Public Relations Organization and Program.	2
H. The Navy's History Program - - - - - 1. Office of the Director, Naval History. 2. The Navy Library, archives, museums, and historical projects.	1
AREA III - PUBLIC RELATIONS IN ACTION	
A. Planning the Public Relations Program - - - - - (Introduction) 1. Analyzing the public relations problem. 2. The plan for action. 3. Policy guidance, command concurrence. 4. Effecting the program. 5. Evaluating results.	1

4. The Navy's Recruiting Program - - - - - 4

1. Why a Navy Officer?
2. Selection of candidates for the U. S. Navy Academy.
3. The Naval Reserve Officer's Training Corps.
4. Where and how does the Navy use its enlisted personnel?
5. Navy in the Navy
6. The Navy Recruiting Organization.
7. Navy Recruiting Facility.

5. The Naval Reserve Program - - - - - 5

1. The Universal Military Training and Service Act.
2. Organization of Naval Reserve forces under Reserve Act of 1964.
3. Keeping the interest of the Naval Reserve.
4. Public relations and internal information responsibilities of commanding officers.
5. Naval Reserve Training Center.

6. The Marine Corps - - - - - 6

1. Organization and functions.
2. The Marine Corps Public Relations Organization and Program.

7. The Navy's Library Program - - - - - 7

1. Office of the Director, Naval History.
2. The Navy Library, archives, museum, and historical projects.

APPENDIX - PUBLIC RELATIONS IN NAVY

1. Planning the Public Relations Program - - - - - 1

(Introduction)

1. Analyzing the public relations problem.
2. The plan for action.
3. Policy guidelines, command concurrence.
4. Executing the program.
5. Evaluating results.

Subject	Estimated Hours Required
B. Analysis of Special Interest Groups - - - - - 2	
1. Youth 6. Religious 2. Industry 7. Veterans 3. Labor 8. Racial 4. Education 9. Fraternal 5. Women 10. Civic	
C. The Fourth Estate - - - - - 2	
1. Public Information in a democratic society. 2. Freedom of the Press and Ethics of Public Information Media. 3. Libel and Copyright.	
D. Public Information Media - - - - - 28	
1. General (1) a. What is news? b. Fundamentals of good relations with information media. c. The command responsibilities for good public relations. 2. Newspapers (5) a. American newspapers and wire services. b. Evaluating the Navy for news. c. Working with the press. d. Queries, interviews, memoranda to editors. e. Preparing the Navy news release. The fact sheet. f. Releasing the Navy news story. g. The follow up. h. The news conference. i. The joint release. 3. Still Photography (5) a. News picture agencies, newspapers and magazines. b. Composition of news pictures. c. Writing the picture caption. d. Procedures for clearing and releasing Navy photo- graphs. e. Navy photographic facilities. f. Working with Navy and civilian photographers. 4. Newsreel and Television Film (2) a. Newsreel and television news agencies. b. Navy facilities for motion picture coverage. c. Composition.	

A. Analysis of Special Interest Groups - - - - - 2

- 1. Youth
- 2. Industry
- 3. Labor
- 4. Education
- 5. Women
- 6. Religion
- 7. Veterans
- 8. Racial
- 9. Professional
- 10. Ethnic

B. The Youth Issue - - - - - 2

- 1. Public information in a democratic society.
- 2. Freedom of the press and status of public information media.
- 3. Libel and Copyright.

C. Public Information Media - - - - - 28

- 1. General (1)
 - a. What is news?
 - b. Characteristics of good relations with information media.
 - c. The command responsibilities for good public relations.

- 2. Newspapers (2)
 - a. Selection, preparation and wire services.
 - b. Evaluating the Navy for news.
 - c. Working with the press.
 - d. Letters, interviews, comments to editors.
 - e. Preparing the Navy news release. The fact sheet.
 - f. Releasing the Navy news story.
 - g. The follow up.
 - h. The news conference.
 - i. The joint release.

- 3. Still Photography (2)
 - a. Navy picture agencies, newspapers and magazines.
 - b. Composition of news pictures.
 - c. Writing the picture caption.
 - d. Procedures for clearing and releasing Navy photographs.
 - e. Navy photographic facilities.
 - f. Working with Navy and civilian photographers.

- 4. Movies and Television Film (2)
 - a. General and television news agencies.
 - b. Navy facilities for motion picture coverage.
 - c. Composition.

Subject	Estimated Hours Required
<ul style="list-style-type: none"> d. Procedures for clearing, releasing and processing. e. Working with newsreel and TV photographers. f. Navy produced films for TV use. g. "Cooperation" by the Department of the Navy and the Department of Defense in full length movies or documentaries. h. The Technical Advisor. 	
5. Radio and Television (5)	
<ul style="list-style-type: none"> a. U. S. Commercial radio and television networks and stations. b. Working with station personnel. c. Preparing the script. d. Use of the tape recorder. e. Preparing the hometown radio interview. 	
6. Magazines and Books (1)	
<ul style="list-style-type: none"> a. Assistance to writers. b. Writing for publication. 	
7. Speeches and Statements (3)	
<ul style="list-style-type: none"> a. Analyzing the audience. b. Preparing the speech. c. Guides to effective public speaking. d. How to conduct a briefing. e. Topics for Navy speakers. f. Preparing a public statement. 	
8. Public Relations in Emergencies (1)	
<ul style="list-style-type: none"> a. Announcement of the situation. b. Assistance to information media. c. Release of casualty information. d. Security aspects. e. The follow-up. 	
9. Public Relations Annex to Operations Plans (2)	
<ul style="list-style-type: none"> a. Advance planning. b. Setting up the Command Information Bureau. c. Facilities for news men. d. Evaluation of Public relations activities. 	
10. Sponsorship and Accreditation of Correspondents (1)	
<ul style="list-style-type: none"> a. Department of Defense and Navy Department clearance. b. The correspondent aboard ship. 	

4. Preparation for planning, releasing and processing.
5. Working with newspaper and TV photographers.
6. Navy pressroom (and TV news).
7. Cooperation by the Department of the Navy and the Department of Defense in full length review of documents.
8. The Technical Advisor.

9. Radio and Television (2)
 - a. U. S. Commercial radio and television networks and stations.
 - b. Working with station personnel.
 - c. Preparing the script.
 - d. Use of the tape recorder.
 - e. Interviewing the host-town radio interview.

10. Magazines and Books (1)
 - a. Assistance to writers.
 - b. Writing for publication.
11. Speeches and Statements (2)
 - a. Analyzing the audience.
 - b. Preparing the speech.
 - c. Guidance to effective public speaking.
 - d. How to conduct a briefing.
 - e. Speeches for Navy speakers.
 - f. Preparing a public statement.

12. Public Relations in Emergencies (1)
 - a. Announcement of the situation.
 - b. Assistance to information media.
 - c. Release of security information.
 - d. Security aspects.
 - e. The follow-up.

13. Public Relations Annex to Operations Plans (2)
 - a. Advance planning.
 - b. Setting up the Command Information Bureau.
 - c. Facilities for news men.
 - d. Evaluation of public relations activities.

14. Sponsorship and Accreditation of Correspondents (1)
 - a. Department of Defense and Navy Department clearance.
 - b. The correspondent's report card.

Subject	Estimated Hours Required
11. The Fleet Home Town News Center (2) <ul style="list-style-type: none"> a. Facilities. b. Importance of "grass roots" relations. c. Preparing the home town news story. d. Photographs. e. Tape Recordings. 	
12. The Armed Forces Information Service (1) <ul style="list-style-type: none"> a. Armed Forces Press Service. b. Armed Forces Radio Service. 	
E. Security and Review - - - - - 3	
1. Study of concept. 2. Existing directives. 3. The National Espionage Act. 4. Navy Security Manual. 5. Obtaining clearance.	
F. Special Events - - - - - 5	
1. Planning and directing a special event. 2. Exhibits, displays and demonstrations. 3. Civilian Orientation and the Navy Cruise Program. 4. The Open House. 5. Air Shows and Fly-Over. 6. Armed Forces Day. 7. Navy Anniversaries and National Holidays. 8. Navy Bands, parades	
G. Community Relations - - - - - 5	
1. The Navy's Role in the Community 2. Navy Civilian Organizations. 3. Working with Civic Groups. 4. Participation in Civic Programs and with Civic Groups.	
H. The Navy and International Relations - - - - - 2	
1. Historical background. 2. Navy "ambassadors of good will". 3. Practicing public relations abroad.	
I. The Naval Reserve Public Relations Companies - - - 1	
1. Organization and function. 2. Seminars.	

- I. The Naval Reserve Public Relations Campaigns - - - - - 1
 1. Organization and function.
 2. Results.
- II. The Navy and International Relations - - - - - 2
 1. Historical background.
 2. Navy's attitude of "Good Will".
 3. Presenting public relations aspect.
- III. Community Relations - - - - - 3
 1. The Navy's role in the Community.
 2. Navy Division Organizations.
 3. Working with Civic Groups.
 4. Participation in Civic Programs and with Civic Groups.
- IV. Special Events - - - - - 5
 1. Planning and executing a special event.
 2. Exhibits, displays and demonstrations.
 3. Civilian Education and the Navy Cruise Program.
 4. The Open House.
 5. Air Shows and Fly-overs.
 6. Armed Forces Day.
 7. Navy Entertainment and National Holidays.
 8. Navy Bands, parades.
- V. Security and Review - - - - - 9
 1. Study of program.
 2. Relating objectives.
 3. The National Security Act.
 4. Navy Security Manual.
 5. Obtaining clearance.
- VI. The Armed Forces Press Service (1) - - - - - 12
 1. Armed Forces Press Service.
 2. Armed Forces Radio Service.
- VII. The Armed Forces Information Service (2) - - - - - 12
 1. Type membership.
 2. Registration.
 3. Submitting the Navy News Story.
 4. Importance of Press Photo Missions.
 5. Results.

Subject	Estimated Hours Required
J. Public Relations in Time of War - - - - - 4	
1. Censorship. 2. Field Press Censors. 3. The Combat Correspondent.	
K. Navy Communication Facilities - - - - - 2	
1. Preparing despatch releases. 2. Facilities for the press aboard ship. 3. Facsimile equipment.	
L. The Navy Journalist Program - - - - - 1	
1. Duties and responsibilities. 2. Assisting the Information Officer.	
M. Managing the Information Office - - - - - 5	
1. Facilities required. 2. Access to the Commander. 3. Staff Liaison. 4. Personnel and fiscal accounting. 5. Coordinating activities with other commands. 6. Administering an authorized photo lab.	
AREA IV - CASE STUDIES - - - - - 20	
A. A Major Fleet Training Exercise.	
B. A Community Relations Problem.	
C. Planning for a Special Event.	
D. Arranging for a Press Conference.	
E. An Oral Briefing.	
AREA V - FIELD TRIPS - - - - - 21	
A. A Metropolitan Newspaper.	
B. A Radio Station.	
C. A TV Studio	

7. Public Relations in Time of War - - - - - 4

1. Generalship
2. State Press Control
3. The United States

8. Navy Communication Facilities - - - - - 2

1. Emergency message systems
2. Facilities for the Navy's ship
3. Technical equipment

9. The Navy's Information System - - - - - 1

1. Information and communication
2. Information and communication

10. Managing the Information Office - - - - - 3

1. Facilities required
2. Access to the Command
3. Staff Liaison
4. Personnel and financial management
5. Coordination activities with other commands
6. Administration of authorized press info

ANNA IV - CASE STUDIES - - - - - 10

- A. A Major Press Training Exercise
- B. A Community Relations Exercise
- C. Planning for a Special Event
- D. Preparing for a Press Conference
- E. An Oral Report

ANNA V - FIELD STUDIES - - - - - VI

- A. A Newspaper Interview
- B. A Radio Interview
- C. A TV Interview

Subject	Estimated Hours Required
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- D. A Graphic Arts Company.
- E. A Wire Service Office.
- F. A Photo Service Office.
- G. A Public Relations Firm.
- H. The Fleet Home Town News Center.
- I. The Public Information Office, NINTH Naval District.
- J. The Public Information Office, Chief of Naval Air Reserve Training.
- K. The Chicago Chamber of Commerce and Board of Trade.
- L. Navy Recruiting Center, Chicago.

AREA VI - SUMMARY AND REVIEW OF COURSE - - - - - 3

- A. Seminar *
- B. Summary Conference.

* Students will be required to keep a scrapbook to be periodically examined as a means of evaluating interest and attitude.

- B. A Graphic Arts Bureau.
- E. A Wire Service Office.
- F. A Photo Service Office.
- G. A Public Relations Firm.
- H. The Fleet Post Office.
- I. The Public Information Office, NINTH Naval District.
- J. The Public Information Office, Chief of Naval Air.
- K. The Chicago Chapter of Commerce and Board of Trade.
- L. Navy Geographic Center, Chicago.

APPENDIX VI - SUMMARY AND REVIEW OF CHANGES - - - - - 2

- A. Summary.
- B. Summary.

* Students will be required to keep a notebook to be periodically examined as a means of evaluating interest and attitude.

APPENDIX B

THE CURRICULUM OUTLINE PROPOSED BY THE WRITER

1. Condensed curriculum outline showing major sub-divisions and class-hours devoted to each.
2. Detailed outline of the course, showing areas, sections, and sub-sections, with the number of hours devoted to each.
3. Detailed outline with reading assignments for each lesson.

APPENDIX A

THE CURRICULUM OUTLINE PROPOSED BY THE BOARD

1. Condensed curriculum outline showing major sub-divisions and class-hours devoted to each.
2. Detailed outline of the course, showing areas, sections, and sub-sections, with the number of hours devoted to each.
3. Detailed outline with reading assignments for each lesson.

CONDENSED CURRICULUM OUTLINE SHOWING MAJOR SUB-DIVISIONS
AND CLASS HOURS DEVOTED TO EACH

A. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)

- 100. Introduction to Public Relations (6)
- 200. Organizing an Information Program (5)
- 300. Communicating with the Public (7)
- 400. Public Opinion (7)
- 500. Seminar: Review of Part A (2)

B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)

- 100. Organization, Mission, and Functions of the Navy (2)
- 200. The United States in the World Today (5)
- 300. Naval History (4)
- 400. The Role of the Navy in National Defense (4)
- 500. Seminar: Review of Part B (2)

C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)

- 100. Introduction to the Mass Media (4)
- 200. Newspapers and Wire Services (6)
- 300. Radio and Television (6)
- 400. Photography and Its Relationship with the Other Media (4)
- 500. Magazines, Books, and Miscellaneous Media (2)
- 600. Seminar: Evaluating the Effects of Publicity (1)
- 700. Fleet Home Town News Center (includes field trip)(6)
- 800. Field Trips to Chicago Media Outlets (6)
- 900. Seminar: Review of Part C (2)

D. COMMUNICATING DIRECTLY WITH THE PUBLIC (14 hours)

- 100. Speech Writing and Public Speaking (6)
- 200. Principles of Community Relations (2)
- 300. Navy Civil Relations Programs (4)
- 400. Seminar: Review of Part D (2)

E. SPECIAL ASPECTS OF NAVY INFORMATION (24 hours)

- 100. Navy Internal Relations (5)
- 200. The Naval Reserve (2)
- 300. International Relations (4)
- 400. Public Information for Exercises and Operations (2)
- 500. Public Information and Security (2)
- 600. Public Information and Accidents or Emergencies (2)
- 700. Public Information in Time of War (2)
- 800. Navy Recruiting (5)

COMBINED CURRICULUM OUTLINE SHOWING MAJOR SUB-DIVISIONS
AND CLASS WORKS INVOLVED TO EACH

1. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)
 100. Introduction to Public Relations (2)
 200. Organizing an Information Program (2)
 300. Communicating with the Public (1)
 400. Public Opinion (1)
 500. Seminar: Review of Part A (2)
2. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)
 100. Organization, Mission, and Functions of the Navy (2)
 200. The United States in the World Today (2)
 300. Naval Warfare (1)
 400. The Role of the Navy in National Defense (1)
 500. Seminar: Review of Part B (2)
3. COMMUNICATION WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)
 100. Introduction to the Mass Media (1)
 200. Newspaper and Wire Services (2)
 300. Radio and Television (2)
 400. Photography and its Relationship with the Other Media (1)
 500. Magazines, Books, and Miscellaneous Media (2)
 600. Seminars: Evaluating the Effects of Publicity (1)
 700. Visit Home Town News Center (includes field trip) (1)
 800. Field Trip to Chicago Media Outlets (1)
 900. Seminar: Review of Part C (2)
4. COMMUNICATING INDIRECTLY WITH THE PUBLIC (14 hours)
 100. Speech Writing and Public Speaking (2)
 200. Principles of Community Relations (2)
 300. Navy Civil Relations Programs (1)
 400. Seminar: Review of Part D (2)
5. SPECIAL ASPECTS OF NAVY INFORMATION (24 hours)
 100. Navy Internal Relations (2)
 200. The Naval Reserve (2)
 300. International Relations (1)
 400. Public Information for Exercises and Operations (2)
 500. Public Information and Security (2)
 600. Public Information and Activities of Overseas (2)
 700. Public Information in Time of War (2)
 800. Navy Recruiting (2)

F. CASE STUDIES AND SOLUTION OF PROBLEMS (20 hours)

- 100. Review of Department of Defense and Department of the Navy Public Information Directives and Atlantic and Pacific Fleet Public Information Manuals (3)
- 200. Arranging a Press Conference or Oral Briefing (2)
- 300. Arranging a Guest Cruise (2)
- 400. A Community Relations Problem (3)
- 500. A Major Fleet Exercise (2)
- 600. A Disaster (2)
- 700. Planning a Large Scale Special Event (3)
- 800. Seminar: What is Required of the PIO -- A Review of Area F. (3)

G. SEMINAR: SUMMARY AND EVALUATION OF THE COURSE (3 hours)

7. CASE STUDIES AND SOLUTION OF PROBLEMS (20 points)

100. Review of Department of Defense and Department of the Navy Public Information Officers and Atlantic and Pacific Fleet Public Information Officers (2)
200. Arranging a Press Conference or Civil Briefing (2)
300. Arranging a Guest Cruise (2)
400. A Commercial Relations Program (1)
500. A Factor Fleet Exercise (2)
600. A Disaster (2)
700. Planning a Large Scale Special Event (1)
800. Summary: What is included in the PIP -- A Review of Area 7. (1)

8. SUMMARY AND EVALUATION OF THE COURSE (2 points)

1. The course was very informative and helpful in understanding the role of the public information officer in the Department of Defense and the Navy. The course provided a comprehensive overview of the field, including the history, organization, and functions of the public information officer. The course was well organized and presented in a clear and concise manner. The instructor was knowledgeable and experienced, and provided a wealth of information and insight into the field. The course was a valuable experience for anyone interested in public information and the role of the public information officer in the Department of Defense and the Navy.

2. The course was very informative and helpful in understanding the role of the public information officer in the Department of Defense and the Navy. The course provided a comprehensive overview of the field, including the history, organization, and functions of the public information officer. The course was well organized and presented in a clear and concise manner. The instructor was knowledgeable and experienced, and provided a wealth of information and insight into the field. The course was a valuable experience for anyone interested in public information and the role of the public information officer in the Department of Defense and the Navy.

3. The course was very informative and helpful in understanding the role of the public information officer in the Department of Defense and the Navy. The course provided a comprehensive overview of the field, including the history, organization, and functions of the public information officer. The course was well organized and presented in a clear and concise manner. The instructor was knowledgeable and experienced, and provided a wealth of information and insight into the field. The course was a valuable experience for anyone interested in public information and the role of the public information officer in the Department of Defense and the Navy.

4. The course was very informative and helpful in understanding the role of the public information officer in the Department of Defense and the Navy. The course provided a comprehensive overview of the field, including the history, organization, and functions of the public information officer. The course was well organized and presented in a clear and concise manner. The instructor was knowledgeable and experienced, and provided a wealth of information and insight into the field. The course was a valuable experience for anyone interested in public information and the role of the public information officer in the Department of Defense and the Navy.

5. The course was very informative and helpful in understanding the role of the public information officer in the Department of Defense and the Navy. The course provided a comprehensive overview of the field, including the history, organization, and functions of the public information officer. The course was well organized and presented in a clear and concise manner. The instructor was knowledgeable and experienced, and provided a wealth of information and insight into the field. The course was a valuable experience for anyone interested in public information and the role of the public information officer in the Department of Defense and the Navy.

DETAILED OUTLINE OF THE COURSE, SHOWING AREAS, SECTIONS, AND
SUB-SECTIONS, WITH THE NUMBER OF HOURS DEVOTED TO EACH

A. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)

100. Introduction to Public Relations (6 hours)

- 110. Organization of the Course (1)
- 120. Why the Navy is Interested in Relationships with the Public (1)
- 130. Defining Public Relations and Public Information (1)
- 140. Growth and Development of Public Relations (1)
- 150. Public Information in Government and the Armed Services (1)
- 160. Personal Preparation for Public and Internal Information Duties (1)

200. Organizing an Information Program (5 hours)

- 210. Information for a Purpose (1)
- 220. Planning the Program to Accomplish the Purpose (1)
- 230. Administration of the Public Information Office (3) (includes field trip to Public Information Offices, 9ND and NTC)

300. Communicating with the Public (7 hours)

- 310. Factors in Communication (2)
- 320. Writing for Readers (5)

400. Public Opinion (7 hours)

- 410. Introduction to Public Opinion Theory (2)
- 420. Communication and the Formation and Changing of Opinions (3)
- 430. Measurement of Public Opinion (1)
- 440. Public Opinion and Democracy (1)

500. Seminar: Review of Area A (2 hours)

B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)

100. Organization, Mission, and Functions of the Navy (2 hours)

200. The United States in the World Today (5 hours)

- 210. Determinants of Foreign Policy (1)
- 220. Defense and Foreign Policy (1)
- 230. The United Nations ($\frac{1}{2}$)
- 240. The American Hemisphere ($\frac{1}{2}$)
- 250. Our European Allies (1)
- 260. Asia (1)

REPLACING OUTLINE OF THE COURSE, SHOWING SEPARATE, COORDINATE, AND
SUB-SECTIONS, WITH THE NUMBER OF HOURS ASSIGNED TO EACH

A. FOUNDATIONS OF PUBLIC COMMUNICATIONS (27 hours)

100. Introduction to Public Relations (2 hours)

- 110. Organization of the Bureau (1)
- 120. Why the Navy is interested in public relations (1)
- 130. Public Relations (1)
- 140. Public Relations and Public Information (1)
- 150. Growth and Development of Public Relations (1)
- 160. Public Relations in Government and the Armed Services (1)
- 170. Personal Preparation for Public and Internal Information Duties (1)

200. Organizing an Information Program (5 hours)

- 210. Information for a Purpose (1)
- 220. Planning the Program to Accomplish the Purpose (1)
- 230. Administration of the Public Information Office (3)
- 240. Information Officer, GPO and NTC

300. Communicating with the Public (7 hours)

- 310. Factors in Communication (2)
- 320. Writing for Readers (5)

400. Public Opinion (7 hours)

- 410. Introduction to Public Opinion Theory (2)
- 420. Communication and the Formation and Changing of Opinions (3)
- 430. Measurement of Public Opinion (1)
- 440. Public Opinion and Democracy (1)

500. Summary: Review of Area A (2 hours)

B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)

100. Organization, Mission, and Function of the Navy (2 hours)

200. The United States in the World Today (2 hours)

- 210. Determinants of Foreign Policy (1)
- 220. Defense and Foreign Policy (1)
- 230. The United Nations (1)
- 240. The American Hemisphere (1)
- 250. Far Eastern Affairs (1)
- 260. Asia (1)

300. Naval History (4 hours)

- 310. A Brief Review of Naval History (1)
- 320. The Navy in World War II (2)
- 330. The Current History Program (1)

400. The Role of the Navy in National Defense (4 hours)

- 410. The Navy Today (2)
- 420. The Navy and the Future (2)

500. Seminar: Review of Area B (2 hours)

C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)

100. Introduction to the Mass Media (4 hours)

- 110. The Media and the Public (1)
- 120. What is News? (1)
- 130. The Navy and the Media (2)

200. Newspapers and Wire Services (6 hours)

- 210. Press Relations (1)
- 220. Preparing Press Copy (4)
- 230. The Effects of Newspaper Publicity (1)

300. Radio and Television (6 hours)

- 310. Introduction to Broadcasting (1)
- 320. Radio (3)
- 330. Television (1)
- 340. Radio, Television, and Public Opinion (1)

400. Photography and Its Relationship with the Other Media (4 hours)

- 410. The Photographic Process (2)
- 420. Photography in Public Information (2)

500. Magazines, Books, and Miscellaneous Media (2 hours)

600. Seminar: Evaluating the Effects of Publicity (1 hour)

700. Fleet Home Town News Center (6 hours, conducted at FHTNC)

- 710. The Home Town News Story (1)
- 720. Photos for Home Town Release (1)
- 730. Recording Home Town Interviews (1)
- 740. Students spend the afternoon on copy desk, in media section, and on other practical assignments (3)

- 300. Naval History (4 hours)
 - 310. A brief review of Naval History (1)
 - 320. The Navy in World War II (2)
 - 330. The current history program (1)
- 400. The Role of the Navy in National Defense (4 hours)
 - 410. The Navy Today (2)
 - 420. The Navy and the future (2)
- 500. Seamanship: Review of Book B (2 hours)
- C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)
 - 100. Introduction to the Mass Media (4 hours)
 - 110. The Media and the Public (1)
 - 120. What is News? (1)
 - 130. The Navy and the Media (2)
 - 200. Newspapers and Air Services (6 hours)
 - 210. Press Relations (1)
 - 220. Preparing Press Copy (4)
 - 230. The Release of Newspaper Material (1)
 - 300. Radio and Television (6 hours)
 - 310. Introduction to Broadcasting (1)
 - 320. Radio (2)
 - 330. Television (1)
 - 340. Radio, Television, and Public Opinion (1)
 - 400. Photography and its Relationship with the Other Media (4 hours)
 - 410. The Photographic Process (2)
 - 420. Photography in Public Information (2)
 - 500. Magazines, Books, and Miscellaneous Media (2 hours)
 - 600. Seamanship: Evaluating the Effects of Publicity (1 hour)
 - 700. Visit Navy Town News Center (6 hours, conducted at Navy Town)
 - 710. The Navy Town News Story (1)
 - 720. Photos for Navy Town Release (1)
 - 730. Preparing Navy Town Interviews (1)
 - 740. Students spend the afternoon on copy desk, in radio station, and on other practical assignments (3)

800. Field Trips to Chicago Media Outlets (6 hours)

(Field trips will include visits to a newspaper, a radio station, and a television station in downtown Chicago. These trips will accompany one full working day, possibly including the evening, but will account for only six "class hours".)

900. Seminar: Review of Area C (2 hours)

D. COMMUNICATING DIRECTLY WITH THE PUBLIC (14 hours)

100. Speech Writing and Public Speaking (6 hours)

- 110. Speaking for a Purpose (1)
- 120. Appealing to a Specific Audience (1)
- 130. Organizing the Speech (1)
- 140. Informing and Persuading (1)
- 150. Practice in Speaking (2)

200. The Navy in the Community (2 hours)

- 210. Community Relations (1)
- 220. Community Organizations (1)

300. Navy Civil Relations Programs (4 hours)

- 310. Cruises and Orientation Programs (1)
- 320. Open Houses and Visits to the Command ($\frac{1}{2}$)
- 330. Exhibits ($\frac{1}{2}$)
- 340. Special Events: Parades, Use of Bands and Personnel, Commissionings, and Other Ceremonies (1)
- 350. Aviation Events ($\frac{1}{2}$)
- 360. The Importance of Letters ($\frac{1}{2}$)

400. Seminar: Review of Area D (2 hours)

E. SPECIAL ASPECTS OF NAVY INFORMATION (24 hours)

100. Navy Internal Relations (5 hours)

- 110. Relations with Civilian Employees (1)
- 120. Military Personnel and their Dependents: Service Morale (1)
- 130. Internal Information and Morale (3)
 - 131. Armed Forces Information and Educational Program (2)
 - 131.1 Educational Opportunities (1)
 - 131.2 Information Aspects of the I & A Program (1)
 - 132. Ship and Station Newspapers (1)

900. Field Trip to Chicago Media Center (5 hours)

(Field trip will include visits to a newspaper, a radio station, and a television station in downtown Chicago. These trips will necessarily be full-day trips, possibly including the evening, but will account for only six "class hours".)

900. Summary: Review of Year 2 (2 hours)

D. COMMUNICATING EFFECTIVELY WITH THE PRESS (10 hours)

100. Speech Writing and Media Training (6 hours)

- 110. Speaking for a Purpose (1)
- 120. Speaking to a Specific Audience (1)
- 130. Organizing the Speech (1)
- 140. Interviewing and Reporting (1)
- 150. Practice in Interviewing (2)

200. The Navy in the Community (2 hours)

- 210. Community Relations (1)
- 220. Community Organizations (1)

300. Naval Civil Relations Program (4 hours)

- 310. Goals and Objectives Program (1)
- 320. Open House and Visits to the Command (4)
- 330. Activities (4)
- 340. Special Events: Parades, Use of Bands and Ceremonies, Commemorations, and Other Ceremonies (1)
- 350. Public Events (1)
- 360. The Importance of Letters (1)

400. Summary: Review of Year 2 (2 hours)

E. SPECIAL ASPECTS OF NAVY INFORMATION (24 hours)

100. Naval Internal Relations (2 hours)

- 110. Relations with Civilian Employees (2)
- 120. Military Personnel and Their Dependents (2)
- 130. Internal Information and Media (3)
- 140. Armed Forces Information and Educational Program (2)

- 150. Information Operations (1)
- 160. Information Aspects of the I & E Program (1)

170. Ship and Station Newspapers (1)

200. The Naval Reserve (2 hours)

210. Components of the Naval Reserve (1)

220. Naval Reserve Public Relations Companies (1)

300. International Relations (4 hours)

310. Communist Propaganda (1)

320. Truth as a Weapon (2)

330. Navy Men as Ambassadors of Good Will (1)

400. Public Information for Exercises and Operations
(2 hours)

500. Public Information and Security (2 hours)

600. Public Information and Accidents or Emergencies
(2 hours)

700. Public Information in Time of War (2 hours)

800. Navy Recruiting (5 hours)

810. Organization of the Navy Recruiting Service (1)

820. Navy Careers for Enlisted Men (1)

830. Navy Careers for Enlisted Women (1)

840. Naval Officer Procurement (1)

850. Visual Presentations (1)

F. CASE STUDIES AND SOLUTION OF PROBLEMS (20 hours)

100. Review of Directives (excluding Navy Public Relations
Manual, previously covered) (3 hours)

110. Department of Defense ($\frac{1}{2}$)

120. Department of the Navy ($\frac{1}{2}$)

130. Public Information Instructions, U. S. Atlantic
Fleet (1)

140. Pacific Fleet Public Relations Manual (1)

200. Arranging a Press Conference or Oral Briefing (2 hours)

300. Arranging a Guest Cruise (2)

400. Solving a Community Relations Problem (3)

500. Public Information Planning for a Major Fleet Exercise (2)

600. Information at a Disaster (2)

700. Planning a Large Scale Special Event (3)

800. Seminar: What is Required of the PIO -- A Review
of Area F (3 hours)

G. SEMINAR: SUMMARY AND EVALUATION OF THE COURSE (3 hours)

8. SEMINAR: SUMMARY AND EVALUATION OF THE COURSE (2 hours)

800. Summary: What is the purpose of the RTO -- a review of the RTO (2 hours)

790. Planning a large scale Special Event (3)

600. Information at a Reception (2)

500. Public Information Planning for a major fleet exercise (2)

400. Writing a Community Relations Program (3)

300. Planning a Grand Dinner (2)

200. Planning a Press Conference or Press Briefing (2 hours)

140. Public Affairs Fleet Relations Manual (1)

130. West (1)

120. Public Information Instructions, U. S. Atlantic

110. Department of the Navy (2)

100. Department of Defense (3 hours)

7. CASE STUDIES AND SCENARIOS OF INCIDENTS (20 hours)

820. Visual Transmittals (1)

810. Naval Officer's Movement (1)

800. Naval Officer's Movement (1)

790. Naval Officer's Movement (1)

780. Organization of the Navy Recruiting Service (1)

600. Naval Recruiting (2 hours)

500. Public Information in Time of War (2 hours)

400. Public Information and Accidents or Emergencies (2 hours)

300. Public Information and Security (2 hours)

200. Public Information for Investors and Companies (2 hours)

190. Naval Officer's Movement of Good Will (1)

180. Truth as a Weapon (2)

170. Community Propaganda (1)

160. International Relations (2 hours)

150. Naval Officer's Movement (1)

140. The Naval Service (2 hours)

DETAILED OUTLINE WITH READING ASSIGNMENTS
FOR EACH LESSON

A. FOUNDATIONS OF PUBLIC COMMUNICATION (27 hours)

100. Introduction to Public Relations (6 hours)

110. Organization of the Course (1)

111. "Conference Sense," Nav Pers 91139

120. Why the Navy is Interested in Relationships with the Public (1)

121. "Public Relations Sense," NavPers 91786

122. "Military Public Relations," an address by Admiral Robert B. Carney, USN, before the Public Relations Society of America, May 5, 1954. (6 pp.)

123. "Why the Navy Has a Public Relations Mission," Manual, Chap. A-1. (4 pp.)⁹

130. Defining Public Relations and Public Information (1)

131. "Public Relations -- Its Definition," Cutlip, chap. 1. (14 pp.)

132. (Ref.) "Exactly What is Public Relations?" Lesly, chap. 1. (17 pp.)

140. Growth and Development of Public Relations (1)

141. "Public Relations -- Its Ecology," Cutlip, chap. 2. (16 pp.)

142. "Public Relations -- Its History," Cutlip, chap. 3. (27 pp.)

143. (Ref.) "Public Relations as a Social Instrument," Harlow, chap I. (14 pp.)

150. Public Information in Government and the Armed Services (1)

151. "Government," Cutlip, chap. 22 (17 pp.)

152. "Military Forces," Cutlip, chap. 25. (21 pp.)

153. "Missions," Manual, chap. 1. (1 p.)

154. "Responsibility," Manual, chap. 2. (1 p.)

155. "Organization," Manual, chap. 3. (1 p.)

156. (Ref.) "Public Relations and American Democracy," Pimlott.

⁹Navy Public Relations Manual. For full titles of other books, see Bibliography, pp. 162-165.

A. PROPOSITIONS TO BE DISCUSSED (27 hours)

100. Introduction to Public Relations (2 hours)

101. Organization of the Course (1)

102. Confidential Source, May 1913

103. Why the Army is Interested in Public Relations
with the Public (1)

104. Public Relations Source, May 1913
105. Military Public Relations, an address
by Admiral Robert B. Connelley, USN, before
the Public Relations Society of America,
May 2, 1914. (2 pp.)
106. Why the Army has a Public Relations
Section, Manual, Chap. A-1. (2 pp.)

107. Relations Public Relations and Public Information (1)

108. Public Relations -- The Relation

Public, Chap. I. (14 pp.)

109. Public Relations -- The Relation

Public, Chap. I. (17 pp.)

110. Public and Development of Public Relations (1)

111. Public Relations -- The History, Chap. I.

Chap. I. (10 pp.)

112. Public Relations -- The History, Chap. I.

Chap. I. (10 pp.)

113. Public Relations as a Social

Investment, Manual, Chap. I. (14 pp.)

114. Public Information in Government and the Army

Section (1)

115. Government, Public, Chap. I. (17 pp.)

116. Military Forces, Public, Chap. I. (21 pp.)

117. Public, Manual, Chap. I. (1 p.)

118. Responsibility, Manual, Chap. I. (1 p.)

119. Organization, Manual, Chap. I. (1 p.)

120. Public Relations and American

Democracy, Manual.

160. Personal Preparation for Public Information
or Internal Information Duties (1)

- 161. "Personal Equipment," Cutlip, chap. 27 (9 pp.)
- 162. "The Public Information Officer," Manual,
chap. A-2 (6 pp.)
- 163. (Ref.) "The Public Relations Worker,"
Harlow, chap. IV (14 pp.)
- 164. (Ref.) "Personal Relations of the Public
Relations Worker," Harlow, chap. V (11 pp.)

200. Organizing an Information Program (5 hours)

210. Information for a Purpose (1)

- 211. "Fact-Finding--the First Step," Cutlip,
chap. 5 (20 pp.)

220. Planning the Program to Accomplish the Purpose (1)

- 221. "Planning--The Second Step," Cutlip,
chap. 6 (15 pp.)
- 222. (Ref.) "How to Obtain the Support of
Public Opinion," Lesley, chap. 23 (26 pp.)

230. Administration of the Public Information
Office (3)

- 231. "Integrating the Function," Cutlip,
chap. 10 (13 pp.)
- 232. "Staff and Equipment for the PIO," Manual,
chap. A-2, art 2204
- 233. "Administration," Manual, chap. 4
- 234. Field Trip: Public Information Office,
Ninth Naval District
- 235. Field Trip: Public Information Office,
Naval Training Center

300. Communicating with the Public (7 hours)

310. Factors in Communication (2)

- 311. "Communicating--The Third Step," Cutlip,
chap. 7, pp. 121-130
- 312. "Introduction to Semantics," Syllabus (8 pp.)¹⁰

320. Writing for Readers (5)

- 321. Getting Thoughts onto Paper: Shidle,
chap. I-IV (27 pp.)

¹⁰ The proposed syllabus prepared by the writer. See
Appendix D.

160. Personnel Information for Public Information
in Internal Information Office (1)

- 161. Personnel Information, Office, copy, 27 (2 pp.)
- 162. The Public Information Office, Manual, copy, 27 (2 pp.)
- 163. The Public Information Office, Manual, copy, 27 (2 pp.)
- 164. The Public Information Office, Manual, copy, 27 (2 pp.)
- 165. The Public Information Office, Manual, copy, 27 (2 pp.)

166. Personnel Information for Public Information (2 hours)

167. Information for a Purpose (1)

- 168. Information for a Purpose, copy, 27 (2 pp.)
- 169. Information for a Purpose, copy, 27 (2 pp.)

170. Information for a Purpose (1)

- 171. Information for a Purpose, copy, 27 (2 pp.)
- 172. Information for a Purpose, copy, 27 (2 pp.)
- 173. Information for a Purpose, copy, 27 (2 pp.)

174. Information for a Purpose (2)

- 175. Information for a Purpose, copy, 27 (2 pp.)
- 176. Information for a Purpose, copy, 27 (2 pp.)
- 177. Information for a Purpose, copy, 27 (2 pp.)
- 178. Information for a Purpose, copy, 27 (2 pp.)
- 179. Information for a Purpose, copy, 27 (2 pp.)
- 180. Information for a Purpose, copy, 27 (2 pp.)
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- 183. Information for a Purpose, copy, 27 (2 pp.)
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- 186. Information for a Purpose, copy, 27 (2 pp.)
- 187. Information for a Purpose, copy, 27 (2 pp.)
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- 189. Information for a Purpose, copy, 27 (2 pp.)
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- 191. Information for a Purpose, copy, 27 (2 pp.)
- 192. Information for a Purpose, copy, 27 (2 pp.)
- 193. Information for a Purpose, copy, 27 (2 pp.)
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- 195. Information for a Purpose, copy, 27 (2 pp.)
- 196. Information for a Purpose, copy, 27 (2 pp.)
- 197. Information for a Purpose, copy, 27 (2 pp.)
- 198. Information for a Purpose, copy, 27 (2 pp.)
- 199. Information for a Purpose, copy, 27 (2 pp.)
- 200. Information for a Purpose, copy, 27 (2 pp.)

201. Information for a Purpose (7 hours)

202. Information for a Purpose (1)

- 203. Information for a Purpose, copy, 27 (2 pp.)
- 204. Information for a Purpose, copy, 27 (2 pp.)
- 205. Information for a Purpose, copy, 27 (2 pp.)

206. Information for a Purpose (2)

- 207. Information for a Purpose, copy, 27 (2 pp.)
- 208. Information for a Purpose, copy, 27 (2 pp.)

- 322. Building the Lead on the Peg: Shidle, chap. V-VI (31 pp.)
- 323. Sustaining the Flow: Shidle, chap. VII-VIII (25 pp.)
- 324. Choosing the Words: Shidle, chap. IX-XII (58 pp.)
- 325. Writing Practice: Shidle, chap. XIII-XV (33 pp.)

400. Public Opinion (7 hours)

410. Introduction to Public Opinion Theory (2 hours)

- 411. "The Nature and Characteristics of Opinions and Attitudes," Syllabus (9 pp.)¹¹
- 412. What is "Public" Opinion?
 - 412.1 "The Mass, the Public, and the Crowd," Blumer, in Berelson, chap. 1 (7 pp.)
 - 412.2 "Comments on the Nature of 'Public' and 'Public Opinion'." Young, in Katz, chap. 2 (7 pp.)

420. Communication and the Formation and Changing of Opinions (3 hours)

- 421. A Look at the Process
 - 421.1 "Stereotypes," Lippmann, in Berelson, chap. 2 (9 pp.)
 - 421.2 "Some Principles of Mass Persuasion," Cartwright, in Katz, chap. 7 (12 pp.)
- 422. Publicity That Failed
 - 422.1 "Report on an Educational Campaign: The Cincinnati Plan for the United Nations," Star & Hughes, Amer. J. Soc., Jan. 1950 (11 pp.)
 - 422.2 "Some Reasons Why Information Campaigns Fail," Hyman and Sheatsley, in Katz, chap. 7 (9 pp.)
- 423. Some Factors in Perception and Belief
 - 423.1 "The Evasion of Propaganda," Cooper and Jahoda, in Katz, chap. 6 (7 pp.)
 - 423.2 "The Influence of Source on Credibility," Hovland and Weiss, in Katz, chap. 6 (11 pp.)
 - 423.3 "Resistance to Counterpropaganda produced by One-Sided and Two-Sided Presentations," Lumsdale and Janis, Pub. Opinion Quarterly, Fall, 1953. (8 pp.)

¹¹ See Appendix D.

102. Building the base on the 10th Street
 103. Building the base on the 10th Street
 104. Building the base on the 10th Street
 105. Building the base on the 10th Street
 106. Building the base on the 10th Street
 107. Building the base on the 10th Street
 108. Building the base on the 10th Street
 109. Building the base on the 10th Street
 110. Building the base on the 10th Street

1. The name of the person or organization to whom the letter is addressed.
2. The name of the person or organization from whom the letter is received.
3. The name of the person or organization to whom the letter is forwarded.
4. The name of the person or organization to whom the letter is returned.
5. The name of the person or organization to whom the letter is sent.

1. The first group of people who are interested in the study of the history of the United States are the people who are interested in the history of the United States.

72. I report on my investigation conducted
The Cincinnati office of the United
States, under a Bureau, dated 1. 1. 1941.
Jan. 1941 (11 pp.).
72. I. Some persons who information
with, known and known, in 1941.
of 1. 1. 1941.

(7) Das Zentrum in Kooperation mit Berlin

1. The following information was obtained from the records of the Federal Bureau of Investigation, New York City, New York, dated 10/10/50:

430. Measurement of Public Opinion (1 hour)

431. "How Surveys Are Made," Maccoby and Holt, in Berelson, chap. 10 (12 pp.)

440. Public Opinion and Democracy (1 hour)

441. "The Current Status of American Public Opinion," Hyman and Sheatsley, in Katz, chap. 1 (16 pp.)

442. "Public Opinion Polls and American Democratic Leadership," Cartwright, in Katz, chap. 4 (7 pp.)

443. "Mass Persuasion--The Moral Dimension," Merton, in Berelson, chap. 9 (4 pp.)

500. Seminar: Review of Area A (2 hours)

B. THE NAVY AND UNITED STATES WORLD POLICY (17 hours)

100. Organization, Mission, and Functions of the Navy (2 hours)

110. "The Naval Establishment," Naval Orientation, chap. 9 (19 pp.)

120. "The U. S. Marine Corps," Naval Orientation, chap. 25, pp. 475-478

200. The United States in the World Today (5 hours)

210. Determinants of Foreign Policy (1)

211. "Is the United States Self-Sufficient?" AFT 455 (12 pp.)¹²

212. "How to Measure a Nation's Strength," AFT 463 (12 pp.)

220. Defense and Foreign Policy (1)

221. "How Our Foreign Policy is Made," AFT 457 (12 pp.)

222. "Where We Serve," AFIP 6 (12 pp.)

223. "Our Department of Defense," AFIP 2 (12 pp.)

¹²"AFT" refers to Armed Forces Talk, a series of excellent pamphlets prepared by the Armed Forces Office of Information and Education, an agency of the Office of the Secretary of Defense, for internal information use. "AFIP" stands for Armed Forces Information Pamphlet, a similar series of publications.

230. The United Nations ($\frac{1}{2}$)

231. "The United Nations Today," State Dept.
Pub. 4298, pp. 1-2 & 4-14

232. "The U.N. -- A look at the Record," AFT 419
(12 pp.)

240. The American Hemisphere ($\frac{1}{2}$)

241. "Inter-American Defense," AFT 437 (12 pp.)

250. Our European Allies (1)

251. "Europe Uniting," AFT 445 (12 pp.)

252. "NATO," AFT 471 (12 pp.)

253. "Questions and Answers--The European Defense
Community, State Dept., Public Service Div.,
Dec. 1953 (4 pp.)

260. Asia (1)

261. "Why We Serve in the Far East," AFT 469 (12 pp.)

262. "Peace for the Long Haul--A Treaty with
Japan," AFT 386 (12 pp.)

263. "The Situation in Southeast Asia," AFT 453
(12 pp.)

264. "The War in Indochina," AFT 439 (12 pp.)

265. "India--Oriental 'Third Force'?" (12 pp.)

300. Naval History (4 hours)

310. A Brief Review of Naval History (1)

311. "The Navy and Sea Power," Naval Orientation,
chap. 1 (9 pp.)

312. "Makers of Naval Tradition," Naval Orienta-
tion, chap. 2 (17 pp.)

313. "The United States Marine Corps," Naval
Orientation, pp. 469-475

320. The Navy in World War II. (2)

321. Lecture based on chapters 22-31, Wescott,
"American Sea Power Since 1775."

322. Films or slides at discretion of instructor.

330. The Current History Program (1)

520. The United States (1)

- 521. The United States Navy, 1880-1900
Part 1, pp. 1-30
- 522. The U.S. Navy, 1900-1910
(12 pp.)

530. The United States Navy (1)

- 531. The United States Navy, 1880-1900
(12 pp.)

540. The United States Navy (1)

- 541. The United States Navy, 1880-1900
Part 1, pp. 1-30
- 542. The United States Navy, 1900-1910
(12 pp.)
- 543. The United States Navy, 1910-1920
(12 pp.)
- 544. The United States Navy, 1920-1930
(12 pp.)
- 545. The United States Navy, 1930-1940
(12 pp.)
- 546. The United States Navy, 1940-1950
(12 pp.)
- 547. The United States Navy, 1950-1960
(12 pp.)
- 548. The United States Navy, 1960-1970
(12 pp.)
- 549. The United States Navy, 1970-1980
(12 pp.)
- 550. The United States Navy, 1980-1990
(12 pp.)

560. The United States Navy (1)

- 561. The United States Navy, 1880-1900
Part 1, pp. 1-30
- 562. The United States Navy, 1900-1910
(12 pp.)
- 563. The United States Navy, 1910-1920
(12 pp.)
- 564. The United States Navy, 1920-1930
(12 pp.)
- 565. The United States Navy, 1930-1940
(12 pp.)
- 566. The United States Navy, 1940-1950
(12 pp.)
- 567. The United States Navy, 1950-1960
(12 pp.)
- 568. The United States Navy, 1960-1970
(12 pp.)
- 569. The United States Navy, 1970-1980
(12 pp.)
- 570. The United States Navy, 1980-1990
(12 pp.)

580. The United States Navy (1)

590. The United States Navy (1)

- 591. The United States Navy, 1880-1900
Part 1, pp. 1-30
- 592. The United States Navy, 1900-1910
(12 pp.)
- 593. The United States Navy, 1910-1920
(12 pp.)
- 594. The United States Navy, 1920-1930
(12 pp.)
- 595. The United States Navy, 1930-1940
(12 pp.)
- 596. The United States Navy, 1940-1950
(12 pp.)
- 597. The United States Navy, 1950-1960
(12 pp.)
- 598. The United States Navy, 1960-1970
(12 pp.)
- 599. The United States Navy, 1970-1980
(12 pp.)
- 600. The United States Navy, 1980-1990
(12 pp.)

610. The United States Navy (1)

- 611. The United States Navy, 1880-1900
Part 1, pp. 1-30
- 612. The United States Navy, 1900-1910
(12 pp.)
- 613. The United States Navy, 1910-1920
(12 pp.)
- 614. The United States Navy, 1920-1930
(12 pp.)
- 615. The United States Navy, 1930-1940
(12 pp.)
- 616. The United States Navy, 1940-1950
(12 pp.)
- 617. The United States Navy, 1950-1960
(12 pp.)
- 618. The United States Navy, 1960-1970
(12 pp.)
- 619. The United States Navy, 1970-1980
(12 pp.)
- 620. The United States Navy, 1980-1990
(12 pp.)

620. The United States Navy (1)

400. The Role of the Navy in National Defense (4 hours)

410. The Navy Today (2)

- 411. "The Principles of Sea Power," by Admiral Robert B. Carney, USN, reprinted from the U. S. Naval Institute Proceedings, Aug. 1953 (11 pp.)
- 412. "Carrier Warfare," Naval Orientation, chap. 15 (11 pp.)
- 413. "Naval Aviation," *ibid.*, chap. 16 (21 pp.)
- 414. "Undersea Warfare," *ibid.*, chap. 17 (18 pp.)
- 415. "Amphibious Warfare," *ibid.*, chap. 18 (8 pp.)
- 416. "Logistics," *ibid.*, chap. 19 (3 pp.)
- 417. "Research and Its Effects on Naval Warfare," *ibid.*, chap. 23 (9 pp.)
- 418. "Essential Components," *ibid.*, chap. 24 (29 pp.)

420. The Navy and the Future (2)

- 421. Address by Admiral Robert B. Carney, USN, before the National Convention of the Military Order of the World Wars, Pittsburgh, 27 Oct. 1953 (7 pp.)
- 422. "The Navy's Role in Strategic Bombing," reprinted from American Aviation, Oct. 26, 1953 (2 pp.)
- 423. "Atomic Victory Depends Upon the Navy," by Admiral Robert B. Carney, USN, reprinted from Nation's Business Magazine, Feb. 1954 (3 pp.)
- 424. "Sea Power's Sunday Punch," by Hon. John F. Floberg, reprinted from Colliers Magazine, Oct. 5, 1952

500. Seminar: Review of Area B (2 hours)

510. Summary

- 511. "Strong U. S. Defense for the 'Long Pull'," Interview with Admiral Arthur W. Radford, USN, reprinted from U. S. News and World Report, March 5, 1954
- 512. "Armed Forces Day, 1954," AFT 464

800. The Role of the Navy in Maritime Defense (1 hour)

810. The Navy Today (1)

- 811. The Evolution of the Navy, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 812. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 813. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 814. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 815. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 816. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 817. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 818. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)

820. The Navy and the Future (2)

- 821. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 822. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 823. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 824. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 825. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 826. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 827. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 828. The Navy's Role in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)

800. Maritime Defense of the U.S. (1 hour)

810. Summary

- 811. Summary of the Role of the Navy in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)
- 812. Summary of the Role of the Navy in Maritime Defense, by Admiral Chester Nimitz, USN, published 1964, 12 pp., \$2.00 (12 pp.)

C. COMMUNICATING WITH THE PUBLIC THROUGH THE INFORMATION MEDIA (37 hours)

100. Introduction to the Mass Media (4 hours)

110. The Media and the Public (1)

- 111. "The Mass Media and the General Public," Cutlip, chap. 14 (32 pp.)
- 112. "Books, Libraries, and Other Media of Communication," Campbell & Metzner, in Katz, (pp. 235-242)

120. What is News? (1)

- 121. "The Stuff that Makes the News," Warren, chap. IV (15 pp.)
- 122. "Publicity in Public Relations," Stephenson, chap. 1 (9 pp.)
- 123. "How to Cultivate News Sources," Stephenson, chap. 2 (25 pp.)
- 124. "Exploring for Hidden Treasure," Stephenson, chap. 15 (13 pp.)

130. The Navy and the Media (2)

- 131. "Media," Manual, chap. 5, (8 pp.)
- 132. "Release of Information," Manual, chap. 6 (10 pp.)

200. Newspapers and Wire Services (6 hours)

210. Press Relations (1)

- 211. "Press Relationships," Cutlip, chap. 15 (11 pp.)
- 212. "Reaching the Public -- The Press," Stephenson, chap. 3 (12 pp.)
- 213. "The Navy Story in the Newspapers," Manual, chap. A-3 (7 pp.)

220. Preparing Press Copy (4)

221. Building the Pyramid: Lead Paragraphs (1)

- 221.1 "Weaving the Word Pattern," Warren, chap. V (14 pp.)
- 221.2 "How to Begin the Story," Warren, chap. VI (11 pp.)
- 221.3 "Novelty in Leads," Warren, chap. VII (11 pp.)

100. Introduction to the mass media (4 hours)

101. The media and the public (1)

- 101.1 The mass media and the general public, Chap. 1 (12 pp.)
- 101.2 Media, libraries, and other media in communication, Chap. 2 (12 pp.)

102. What is news? (1)

- 102.1 The story that makes the news, Chap. 3 (12 pp.)
- 102.2 "Reality in public relations", Chap. 4 (12 pp.)
- 102.3 How to differentiate news sources, Chap. 5 (12 pp.)
- 102.4 Explaining the news process, Chap. 6 (12 pp.)

103. The news and the public (2)

- 103.1 Media, Chap. 7 (12 pp.)
- 103.2 The news and the public, Chap. 8 (12 pp.)

200. News and the public (4 hours)

201. News and the public (1)

- 201.1 News and the public, Chap. 9 (12 pp.)
- 201.2 News and the public, Chap. 10 (12 pp.)
- 201.3 The news and the public, Chap. 11 (12 pp.)

202. News and the public (1)

203. News and the public (1)

- 203.1 News and the public, Chap. 12 (12 pp.)
- 203.2 News and the public, Chap. 13 (12 pp.)
- 203.3 News and the public, Chap. 14 (12 pp.)

222. Completing the Pyramid

- 222.1 "Charting the Story Structure," Warren, chap. VIII (12 pp.)
- 222.2 "News Releases," Stephenson, chap. 7 (12 pp.)
- 222.3 "Feature Articles," Stephenson, chap. 8 (11 pp.)

223. Navy News Releases (2)

- 223.1 "Style Sheet for Navy Public Information Writing," Manual, Appendix "D" (4 pp.)
- 223.2 "Example of Dispatch News Release," Manual, Appendix "C" (1 p.)
- 223.3 "Libel and How to Avoid It," Warren, chap. XV (10 pp.)
- 223.4 "Libel and Privilege," Manual, articles 0517-9519 (2 pp.)

230. The Effects of Newspaper Publicity (1)

- 231. "What Missing the Newspaper Means," Berelson, in Katz, pp. 263-270
- 232. "Human Interest Stories and Democracy," Hughes, in Berelson, 317-326

300. Radio and Television (6 hours)

310. Introduction to Broadcasting Media (1)

- 311. "Television and Radio," Stephenson, chap. 10 (14 pp.)
- 312. "Radio and Television," Manual, chap. A-4 (6 pp.)
- 313. "Television and Radio," Manual, chap. 7 (2 pp.)
- 314. "The Growth of American Radio," Chester, chap. 2 (17 pp.)
- 315. "Recent Developments in Radio and Television," Chester, chap. 3 (8 pp.)

320 Radio (3 hours)

321. Control of Radio (1)

- 321.1 "Federal Communications Commission," Chester, chap. 6 (7 pp.)
- 321.2 "Stations and Networks," Chester, chap. 7 (9 pp.)
- 321.3 "Advertisers and Agencies," Chester, chap. 8 (11 pp.)
- 321.4 "Self-Regulation of Broadcasting," Chester, chap. 11 (8 pp.)

300. Longstanding the Project

- 300.1 "Longstanding the Project" (1970)
300.2 "Longstanding the Project" (1970)
300.3 "Longstanding the Project" (1970)
300.4 "Longstanding the Project" (1970)

301. Longstanding the Project (2)

- 301.1 "Longstanding the Project" (1970)
301.2 "Longstanding the Project" (1970)
301.3 "Longstanding the Project" (1970)
301.4 "Longstanding the Project" (1970)
301.5 "Longstanding the Project" (1970)

302. The Effects of Longstanding the Project (1)

- 302.1 "The Effects of Longstanding the Project" (1970)
302.2 "The Effects of Longstanding the Project" (1970)
302.3 "The Effects of Longstanding the Project" (1970)

303. Radio and Television (2 hours)

304. Radio and Television (2 hours)

- 304.1 "Radio and Television" (1970)
304.2 "Radio and Television" (1970)
304.3 "Radio and Television" (1970)
304.4 "Radio and Television" (1970)
304.5 "Radio and Television" (1970)
304.6 "Radio and Television" (1970)
304.7 "Radio and Television" (1970)

305. Radio (2 hours)

306. Radio (2 hours)

- 306.1 "Radio" (1970)
306.2 "Radio" (1970)
306.3 "Radio" (1970)
306.4 "Radio" (1970)
306.5 "Radio" (1970)
306.6 "Radio" (1970)

322. Station Organization and Programming. (1)

- 322.1 "Programming: Entertainment," Chester, chap. 4 (10 pp.)
- 322.2 "Programming: Public Service and Information," Chester, chap. 5 (9 pp.)
- 322.3 "Inside the Station," Chester, chap. 14 (14 pp.)

323. Writing and Production (1)

- 323.1 "Announcements," Chester, chap. 19 (16. pp.)
- 323.2 "News and Commentary," Chester, chap. 23 (15 pp.)
- 323.3 "Sports and Special Events," Chester, chap. 24 (11 pp.)

330. Television (1)

- 331. "Television Works Like This," Bendick, pp.4-55
- 332. "Television News," Chester, pp. 386-388

340. Radio, Television, and Public Opinion (1)

- 341. "Social Aspects of Broadcasting," Chester, chap. 1 (15 pp.)
- 342. "The Listeners," Chester, chap. 9 (12 pp.)
- 343. "Audience Research," Lazarsfeld, in Berelson, pp. 337-346
- 344. "Television and the Election," Campbell, in Katz, pp. 287-291

400. Photography and Its Relationship with the Other Media (4 hours)

410. The Photographic Process (2)

- 411. Use of press type cameras
- 412. Darkroom Procedure

420. Photography in Public Information (2)

- 421. "Industrial Photography," Stephenson, chap. 9 (18 pp.)
- 422. "Publicity on the Screen," Stephenson, chap. 11 (11 pp.)
- 423. "Navy Public Information and Photography," Manual, chap. A-5 (4 pp.)
- 424. "Pictorial," Manual, chap. 8 (6 pp.)

323. Statistical Organization and Administration (1)

- 323.1 "Symposium: Statistical Organization and Administration," Chicago, 1964, 1 (10 pp.)
- 323.2 "Symposium: Public Services and Administration," Chicago, 1964, 2 (2 pp.)
- 323.3 "Public Services and Administration," Chicago, 1964, 1 (10 pp.)

323. Public and Professional (1)

- 323.1 "Symposium: Public and Professional," Chicago, 1964, 1 (10 pp.)
- 323.2 "Public and Professional," Chicago, 1964, 2 (2 pp.)
- 323.3 "Public and Professional," Chicago, 1964, 1 (10 pp.)

324. Television (1)

- 324.1 "Television News," Chicago, 1964, 1 (10 pp.)
- 324.2 "Television News," Chicago, 1964, 2 (2 pp.)

325. Radio, Television, and Public Opinion (1)

- 325.1 "Radio, Television, and Public Opinion," Chicago, 1964, 1 (10 pp.)
- 325.2 "Radio, Television, and Public Opinion," Chicago, 1964, 2 (2 pp.)
- 325.3 "Radio, Television, and Public Opinion," Chicago, 1964, 1 (10 pp.)
- 325.4 "Radio, Television, and Public Opinion," Chicago, 1964, 2 (2 pp.)

326. Photography and the Relationship with the Other (1)

326. The Photographic Process (1)

- 326.1 "The Photographic Process," Chicago, 1964, 1 (10 pp.)
- 326.2 "The Photographic Process," Chicago, 1964, 2 (2 pp.)

327. Photography in Public Information (1)

- 327.1 "Photography in Public Information," Chicago, 1964, 1 (10 pp.)
- 327.2 "Photography in Public Information," Chicago, 1964, 2 (2 pp.)
- 327.3 "Photography in Public Information," Chicago, 1964, 1 (10 pp.)
- 327.4 "Photography in Public Information," Chicago, 1964, 2 (2 pp.)

500. Magazines, Books, and Miscellaneous Media (2)

- 510. "Reaching the Public---Magazines," Stephenson, chap. 4 (14 pp.)
- 520. "Reaching the Public---Books," Stephenson, chap. 5 (5 pp.)
- 530. "Pamphlets, Brochures, and Manuals," Stephenson, chap. 12 (14 pp.)
- 540. "Magazines and Books," Manual, Chap. A-6 (4 pp.)
- 550. "Magazines and Books," Manual, chap. 9 (2 pp.)
- 560. "Miscellaneous Media," Manual, art 2703
- 570. (Ref.) Lesly, pp. 557-567

600. Seminar: Evaluating the Effects of Publicity (1)

- 610. "Content Analysis," Syllabus¹³
- 620. "Trial by Newspaper," Klapper and Glock, in Katz, pp. 105-112

700. Fleet Home Town News Center (6)

710. The Home Town News Program (1)

- 711. "The Home Town News Program," Manual, chap. 10
- 712. "Handbook for Fleet Home Town News Center," pp. 5-26 and illustrations on pp. 27-48

720. Processing the Home Town News Story (5)

- 721. Types of Stories and Copy-Desk procedure
- 722. Photos for Home Town Release
- 723. Recording the Home Town Interview
- 724. Students spend the afternoon on copy desk, in media section, and on other practical assignments.

800. Field Trips to Chicago Media Outlets (6)

(Field trips include visits to a newspaper, a radio station, and a television station in downtown Chicago. These trips occupy one full day, possibly including the evening, but account for only six 'class-hours'.)

900. Seminar: Review of Area C (2 hours)

- 910. (Ref.) "How to Get Your Story Across," Lesly, chap. 26, (158 pp.)

¹³ Deleted from final version by the writer.

600. Summary: Letter of June 2 (2 down)

610. (Ref.) New York City, June 2, 1941.
 Dear Mr. [Name]:

(The following information is for your information only. It is not intended to be used in any way, and no action should be taken thereon.)

600. File Type in Chicago Office (2)

610. Type of letter and copy of letter
 620. Photo of letter and copy of letter
 630. Summary of letter and copy of letter
 640. Summary of letter and copy of letter
 650. Summary of letter and copy of letter
 660. Summary of letter and copy of letter

600. Information for New York Office (2)

610. The New York Office
 620. The New York Office
 630. The New York Office
 640. The New York Office
 650. The New York Office
 660. The New York Office

600. File Type in New York Office (2)

610. Summary of letter and copy of letter
 620. Photo of letter and copy of letter
 630. Summary of letter and copy of letter
 640. Summary of letter and copy of letter
 650. Summary of letter and copy of letter
 660. Summary of letter and copy of letter

600. Summary: Letter of June 2 (2 down)

610. (Ref.) New York City, June 2, 1941.

620. Summary of letter and copy of letter
 630. Photo of letter and copy of letter
 640. Summary of letter and copy of letter
 650. Summary of letter and copy of letter
 660. Summary of letter and copy of letter
 670. Summary of letter and copy of letter
 680. Summary of letter and copy of letter
 690. Summary of letter and copy of letter
 700. Summary of letter and copy of letter
 710. Summary of letter and copy of letter
 720. Summary of letter and copy of letter
 730. Summary of letter and copy of letter
 740. Summary of letter and copy of letter
 750. Summary of letter and copy of letter
 760. Summary of letter and copy of letter
 770. Summary of letter and copy of letter
 780. Summary of letter and copy of letter
 790. Summary of letter and copy of letter
 800. Summary of letter and copy of letter

D. COMMUNICATING DIRECTLY WITH THE PUBLIC

100. Speech Writing and Public Speaking (6 hours)

110. Speaking for a Purpose (1)

- 111. "Essentials of Effective Speaking," Monroe, chap. 1 (13 pp.)
- 112. "The Process of Preparing a Speech," Monroe, chap. 5 (6 pp.)
- 113. "Speech Writing and Public Speaking," Manual, appendix "J"

120. Appealing to a Specific Audience (1)

- 121. "Determining the Subject and Purpose of the Speech," Monroe, chap. 6 (12 pp.)
- 122. "Analyzing the Audience," Monroe, chap. 7 (10 pp.)
- 123. "Selecting the Basic Appeal," Monroe, chap. 8 (15 pp.)

130. Organizing the Speech (1)

- 131. "Supporting Main Points," Monroe, chap. 10 (16 pp.)
- 132. "Organizing the Speech," Monroe, chap. 12 (27 pp.)
- 133. "Making an Outline," Monroe, chap. 13 (31 pp.)

140. Informing and Persuading (1)

- 141. "Wording the Speech," Monroe, chap. 14 (12 pp.)
- 142. "The Speech to Inform," Monroe, chap. 16 (18 pp.)
- 143. "The Speech to Stimulate," Monroe, chap. 17 (19 pp.)

150. Practice in Speaking (2)

- 151. "The Speech to Convince," Monroe, chap. 18 (39 pp.)
- 152. "Speakers' Guide for Service Spokesmen," Dept. of Defense (18 pp.)
- 153. "Navy Speakers' Guide,"
- 154. "Quotable Quotes for 1954"

200. The Navy and the Community (2 hours)

210. Community Relations (1)

- 211. "Community Relationships," Cutlip, chap. 12 (12 pp.)
- 212. "Community Relations--an Investment," Stephenson, chap. 16 (14 pp.)
- 213. (Ref.) Lundborg,

100. *Journal of the American Medical Association*, 1990; 263: 1000-1001.

(1) *Journal of the American Medical Association*, 1977; 237: 1000-1001.

11. *Journal of Economic Literature*, 1970, 8 (2), 1-10.
12. *The Journal of Political Economy*, 1970, 78 (2), 1-10.
13. *Journal of Economic Literature*, 1970, 8 (2), 1-10.

(1) *any other person* is a person who is not a partner in the partnership.

127. "Investigating the Subject and Purpose of the Speech," Monroe, chap. 6 (12 pp.).
128. "Analyzing the Evidence," Monroe, chap. 7 (10 pp.).
129. "Selecting the Main Speech," Monroe, chap. 8 (12 pp.).

150. Densifying the board (1)

131. Supporting with Bolts, 2000, 10
132. 10 1/2
133. Operating the Switch, 2000, 10
134. 10 1/2

190. International Development (I)

141. Modeling the system, source, step, 14 (p. 14)
142. The system as input, source, step, 14 (p. 14)
143. The system as input, source, step, 14 (p. 14)
144. The system as input, source, step, 14 (p. 14)

199. *Thymus* in *Thymus* (2)

151. The Speed of Sound, "Munroe, 1941, 15
(32 pp.)
152. "Speed of Sound for Various Temperatures,"
"J. of Defense (15 pp.)
153. "New Research, 1941"
154. "Speed of Sound for 1941"

201 The Navy and the Community (5 pages)

213. (Ref.) Unknown.
 214. (Ref.) Unknown.
 215. (Ref.) Unknown.
 216. (Ref.) Unknown.
 217. (Ref.) Unknown.

220. A Positive Approach to the Community (1)

221. "Community Relations in Action," Stephenson, chap. 17 (17 pp.)

222. "The Serviceman Goes to Town," APT 442

300. Navy Civil Relations Programs (4 hours)

310. Cruises and Orientation Programs (1)

311. "Guest Cruises," Manual, chap. 12 (7 pp.)

320. Special Events (2½)

321. "Community Relations," Manual, chap. 13 (8 pp.)

322. "Special Events as a Public Information Medium," Manual, chap. A-7, articles 2701-2702 (4 pp.)

323. "Special Events Check List," Manual, Appendix "F" (6 pp.)

324. "Public Relations in Close Quarters--Launching of USS NAUTILUS," Public Relations Journal, April, 1954

320. A Positive Response to the Question (1)

321. Community Relations in Action, "Magazine,"
vol. 11 (1971)
322. The Positive Response to the Question

323. Best Case Relations Program (1971)

324. Positive and Constructive Program (1)

325. Special Issues (1)

326. Community Relations, "Magazine," vol. 11

(1971)

327. Special Issues as a Social Institution
vol. 11, "Magazine," vol. 11, "Magazine," vol. 11

328. (1971)

329. Special Issues as a Social Institution

vol. 11, "Magazine," vol. 11, "Magazine," vol. 11

330. "Public Relations in Social Institutions—A Social

the of the Social, Public Relations

Journal, vol. 11, 1971

APPENDIX C

THE CURRICULUM AS APPROVED BY THE CHIEF OF INFORMATION
AND FORWARDED TO THE CHIEF OF NAVAL PERSONNEL

APPENDIX 2

THE CURRICULUM AS APPROVED BY THE CHIEF OF INSPECTION
AND FORWARDED TO THE CHIEF OF NAVAL PERSONNEL

U. S. NAVY
STANDARD
CURRICULUM

CURRICULUM

FOR

INFORMATION OFFICERS TRAINING COURSE

U. S. NAVAL SCHOOL, JOURNALISTS, CLASS A

SERVICE SCHOOL COMMAND, U. S. NAVAL TRAINING CENTER

GREAT LAKES, ILLINOIS

June, 1954

U. S. NAVY

CHIEF OF BUREAU

NAVY DEPARTMENT

NAVY DEPARTMENT

NAVY

NAVY DEPARTMENT OFFICE OF THE CHIEF OF BUREAU

U. S. NAVY DEPARTMENT, OFFICE OF THE CHIEF OF BUREAU

NAVY DEPARTMENT OFFICE OF THE CHIEF OF BUREAU

NAVY DEPARTMENT OFFICE OF THE CHIEF OF BUREAU

NAVY DEPARTMENT

None other than a gentleman as well as a seaman both in theory and practice is qualified to support the character of a commissioned officer in the Navy, nor is any man fit to command a ship of war who is not also capable of communicating his ideas on paper, in language that becomes his rank.

- JOHN PAUL JONES

I know of no task that is more complex, except possibly the task of government itself, than that of engendering in a democracy an appreciation of the role of the Armed Forces.

- JAMES FORRESTAL

Military public relations is the business of maintaining mutually satisfactory understanding between the military and the civilian community. It transcends the simple mechanics of telling the people about land, air and sea power. It is a reciprocal process involving every aspect of human conduct in the field of human relations. . . . The foundation of military public relations is public welfare.

- ADMIRAL ROBERT B. CARNEY, USN

There other than a position as well as a common bond in
theory and practice is limited to support the character
of a commissioned officer in the Navy, but in any way it
to command a ship of war who is not also capable of command-
ing his ideas on paper. In language that becomes his work.

- JOHN PAUL JONES

I know of no task that is more complex, more possibly the
task of government itself, than that of administering in a
democracy an organization of the role of the armed forces.

- JOHN PAUL JONES

Military public relations is the process of maintaining
mutual understanding between the military
and the civilian community. It encompasses the single
element of telling the people about land, air and sea
power. It is a reciprocal process involving every aspect
of human contact in the field of human relations. . . .
The foundation of military public relations is public
affairs.

- JAMES ROBERT S. GARNETT, JR.

INTRODUCTION

Mission. The mission of the Information Officers Training Course is to familiarize selected officers with the field of public relations and to train them in the use of accepted practices and techniques in order that they may effectively carry out duties of prime responsibility in the Navy's information programs, both public and internal.

Objectives: In carrying out this mission, the course has the following objectives:

1. To refresh officers in their knowledge of the history and achievements of the United States Navy.
2. To review the mission and functions of the Navy and its role in national defense.
3. To provide an introduction to the study of public opinion and mass communication which is basic to effective public and internal relations.
4. To familiarize officers with the Navy's information programs, policies and directives.

Administration of the Course. The Information Officers Training Course is a five week course of instruction. Students attend class six hours a day, five days a week, for a total of 150 class hours. Students are expected to spend a minimum of three hours a day outside of class preparing for the following day's sessions.

Scope of Study. The Course has been divided into five major areas as outlined below:

INTRODUCTION

Mission. The mission of the International Maritime Training Course is to familiarize selected officers with the field of public relations and to train them in the use of appropriate methods and techniques in order that they may effectively carry out duties of public responsibility in the Navy's international program, both public and internal.

Objectives. In carrying out this mission, the course has the following objectives:

1. To increase officers' knowledge of the history and achievements of the United States Navy.

2. To review the mission and functions of the Navy and its role in national defense.

3. To provide an introduction to the study of public opinion and mass communication which is basic to effective public and internal relations.

4. To familiarize officers with the Navy's international program, policies and objectives.

Administration of the Course. The International Maritime

Training Course is a five week course of instruction. Students

attend class six hours a day, five days a week, for a total

of 150 class hours. Students are expected to spend a minimum

of three hours a day outside of class preparing for the fol-

lowing day's sessions.

Scope of Study. The Course has been divided into five major

areas as outlined below:

A. THE NAVY AND UNITED STATES WORLD POLICY.

A review of naval history and the concept of sea power, the organization of the Navy and its relationship with other departments of the government, and a brief study of United States foreign policy.

B. FOUNDATIONS OF PUBLIC COMMUNICATION.

A basic orientation in the field of mass communication which includes the development of public relations as a management or command function; an introduction to semantics; practice in writing clear and understandable copy; an introduction to the study of public opinion.

C. NAVY INFORMATION PROGRAMS.

The organization and administration of Navy public information and such special aspects of Navy information as civil relations, internal relations, the Naval Reserve, and Navy recruiting publicity.

D. PUBLIC INFORMATION MEDIA.

An examination of press, radio, television, and other information media, and the application of media techniques to the Navy's information programs.

E. CASE STUDIES AND PROBLEMS.

On the basis of what has been studied in preceding areas, students are presented Navy information problems for group discussion and preparation of working solutions.

The Course concludes with a three hour review seminar.

Text Materials. Students are issued textbooks and official publications which must be returned on completion of the Course. In addition to issued textbooks, a reference library is available for the use of students.

Schedule. Detailed scheduling of classes is left to the discretion of instructors. It is recommended that Areas A and B be scheduled concurrently during the first and second weeks of the course, with Area C beginning early in the second week and Area D beginning late in the second week or early in the third. The major part of the fifth week will be devoted to Area E. The three-hour review and evaluation seminar should take place the final day of the Course.

Lesson Plans. In the following pages, major areas of the Course are outlined in detail and a lesson plan is provided for each class session. Students shall read the lesson plan and textbook assignments listed as "required reading" prior to class sessions. Assignments include, where appropriate, material from texts intended for college or business use, as well as selections from the Navy Public Relations Manual and other official publications. Material marked "reference" is intended primarily for instructors and is available in the School library. Students are encouraged to familiarize themselves with reference material.

Classroom Procedure. Classes will be conducted as lectures, class discussions, or team projects. Training films and other training aids will be used where applicable. A high degree of informality and maximum participation by students is recommended.

Text Materials. Students are issued textbooks and official
publications which must be returned on completion of the
course. In addition to issued textbooks, a reference library
is available for the use of students.
Examinations. Detailed scheduling of classes is left to the dis-
cretion of instructors. It is recommended that classes be
held on scheduled semesters during the first and second years
of the course, with class beginning early in the semester
and then beginning late in the second year of study
in the third. The major part of the first year will be de-
voted to class I. The three-hour review and evaluation
examination should take place the final day of the course.
Lesson Plans. In the following pages, major areas of the
course are outlined in detail and a lesson plan is provided
for each class session. Students should read the lesson plan
and textbook assignments listed as "required reading" prior
to class sessions. Assignments include, where appropriate,
material from texts intended for college or business use,
as well as selections from the Navy Public Relations Manual
and other official publications. Material noted "reference"
is intended primarily for instructors and is available in
the school library. Students are encouraged to familiarize
themselves with reference material.
Classroom Procedure. Classes will be conducted as lectures,
class discussions, or case studies. Inviting films and
other visual aids will be used where applicable. A high
degree of interactivity and serious participation by students
is recommended.

OUTLINE OF THE COURSE

Condensed Outline

	<u>Hours</u>
O. Introduction to the Course	2
A. The Navy and United States World Policy	19
B. Foundations of Public Communication	22
C. The Navy's Public Information Program	37
D. Public Information Media	43
E. Case Studies	20
F. Seminar: Review and Evaluation of the Course	3
<hr/>	
Total scheduled hours	146
Flexible time available to be used at the discretion of the Officer in Charge	4
<hr/>	
Total class hours	150

UNIT OF THE COURSE

Continued Outline

Unit

1. Introduction to the Course
2. The Law and Ethics of the Profession
3. Foundations of Public Administration
4. The Law's Public Information Program
5. Public Information Ethics
6. Case Studies
7. Review and Evaluation of the Course

Total estimated hours: 120

Students are advised to be ready to be able to discuss the material of the course in detail.

Total class hours: 120

Detailed Outline

- O. INTRODUCTION TO THE COURSE (2 hours)
- A. THE NAVY AND UNITED STATES WORLD POLICY (19 hours)
 - 1. The Meaning of Sea Power (2)
 - 2. The History of the U. S. Navy (8)
 - 3. Organization for National Security (6)
 - a. Components of the National Security Organization
 - b. Roles and Missions of the Armed Forces
 - 4. United States Foreign Policy (3)
 - a. Determinants of Foreign Policy
 - b. Global Commitments
- B. FOUNDATIONS OF PUBLIC COMMUNICATION (22 hours)
 - 1. Introduction to Public Relations (5)
 - a. The Importance of Relationships with the Public
 - b. Defining Public Relations and Public Information
 - c. Growth and Development of Public Relations
 - d. Public Information in Government and the Armed Forces
 - e. Personal Preparation for Information Duties
 - 2. Organizing an Information Program (3)
 - a. Information for a Purpose
 - b. Planning the Program to Accomplish the Purpose
 - c. Limiting the Function: Relationships within the Staff
 - 3. Public Opinion (7)
 - a. The Nature of Opinions and Attitudes
 - b. What is "Public" Opinion?
 - c. Communication and the Formation and Changing of Opinions
 - d. Reasons for Failure of Information Campaigns
 - e. Factors in Perception and Belief
 - f. Measurement of Public Opinion
 - g. Public Opinion and Democracy
 - 4. Communicating with the Public (7)
 - a. Factors in Communication: Semantics
 - b. Writing for Readers

Regulations

1. INTRODUCTION TO THE COURSE (2 hours)
2. THE NAVY AND UNITED STATES POLICY (2 hours)
 1. The Meaning of Sea Power (2)
 2. The History of the U. S. Navy (8)
 3. Organization for National Security (2)
 - a. Components of the National Security Organization
 - b. Navy and Division of the Armed Forces
 4. United States Foreign Policy (2)
 - a. Determinants of Foreign Policy
 - b. Official Documents
3. FOUNDATIONS OF PUBLIC COMMUNICATIONS (22 hours)
 1. Introduction to Public Relations (2)
 - a. The Importance of Relationships with the Public
 - b. Defining Public Relations and Public Information
 - c. Growth and Development of Public Relations
 - d. Public Information in Government and the Armed Forces
 - e. Personnel Preparation for Information Service
 2. Organization of Information Program (2)
 - a. Information for a Purpose
 - b. Planning the Program to accomplish the Purpose
 - c. Defining the Function: Relationships within the Staff
 3. Public Opinion (7)
 - a. The Nature of Opinions and Attitudes
 - b. What is Public Opinion?
 - c. Communication and the Formation and Changing of Opinions
 - d. Reasons for Failure of Information Campaigns
 - e. Factors in Reception and Belief
 - f. Measurement of Public Opinion
 - g. Public Opinion and Democracy
 4. Communicating with the Public (7)
 - a. Factors in Communication: Channels
 - b. Writing for Readers

C. THE NAVY'S INFORMATION PROGRAM (37 hours)

1. Organization and Administration of Navy Information (10)
 - a. Missions and Responsibilities
 - b. Organization of Navy Information
 - c. Management and Administration of the Public Information Office
2. Navy Internal Relations (5)
 - a. Relations with Civilian Employees
 - b. Armed Forces Information and Education
 - c. Internal Publications
3. The Navy in the Community (9)
 - a. Community Relations
 - b. Civil Relations and Special Events
 - c. The Importance of Letters
4. The Navy and International Public Relations (2)
5. The Naval Reserve (2)
6. Public Information and Security (2)
7. Navy Recruiting (5)
 - a. The Navy Recruiting Service
 - b. Navy Careers
 - c. Visual Presentations in Recruiting

D. PUBLIC INFORMATION MEDIA (43 hours)

1. News and the Mass Media (2)
 - a. Introduction to the Mass Media
 - b. What is News?
2. Newspapers and Wire Services (9)
 - a. Press Relations
 - b. Preparing Press Copy
 - c. News Releases
 - d. Navy Press Policy
 - e. Effects of Newspaper Publicity
3. Radio and Television (8)
 - a. Introduction to Radio and Television
 - b. Stations, Networks, and Advertisers
 - c. Radio Station Organization and Programming
 - d. Preparing Material for Radio Station Use
 - e. Television
 - f. Radio, Television, and Public Opinion

C. THE NAVY'S INFORMATION PROGRAM (27 hours)

1. Organization and Administration of Navy Information (10)
 - a. Plans and Responsibilities
 - b. Organization of Navy Information
 - c. Management and Administration of Navy Information Office

2. Navy Internal Relations (2)
 - a. Relations with Civilian Employees
 - b. Armed Forces Information and Education
 - c. Veterans' Relations

3. The Navy in the Community (2)
 - a. Community Relations
 - b. Civil Relations and Special Events
 - c. The Importance of Letters

4. The Navy and International Public Relations (2)

5. The Navy's Reserve (2)

6. Public Information and Security (2)

7. Navy Broadcasting (2)
 - a. The Navy Broadcasting System
 - b. Navy Currents
 - c. Visual Presentations in Broadcasting

D. PUBLIC INFORMATION MEDIA (43 hours)

1. News and the News Media (3)
 - a. Information to the News Media
 - b. What is News?

2. Newspapers and Wire Services (9)
 - a. Press Relations
 - b. Preparing Press Copy
 - c. News Releases
 - d. Navy Press Policy
 - e. Effects of Newspaper Coverage on Society

3. Radio and Television (6)
 - a. Information to Radio and Television
 - b. National, Regional, and Worldwide
 - c. Radio Station Organization and Programming
 - d. Preparing Material for Radio and Television
 - e. Television
 - f. Radio, Television, and Public Opinion

4. Photography (4)
 - a. The Photographic Process
 - b. Photography in Public Information
5. Magazines, Books, and Miscellaneous Media (2)
6. Fleet Home Town News Program (6)
7. Field Trips (9)
 - a. A small city daily newspaper
 - b. A metropolitan daily newspaper
 - c. A network radio station
 - d. A network television station
8. Speech Writing and Public Speaking (3)

E. CASE STUDIES AND PROBLEMS (20 hours)

1. Review of Public Information Directives (2)
2. Arranging a Press Conference or Briefing (2)
3. Arranging a Guest Cruise (2)
4. Community Relations Problem (3)
5. Public Relations Planning for a Fleet Exercise (3)
6. Public Relations at an Accident or Disaster (3)
7. Planning Special Events (5)

F. SEMINAR: REVIEW AND EVALUATION OF THE COURSE (3 hours)

4. Photography (4)
 - a. The photographic process
 - b. Photography in public information
5. Materials, Books, and Miscellaneous Media (2)
6. Plant and Animal World Program (4)
7. Field Trips (2)
 - a. A small city daily newspaper
 - b. A metropolitan daily newspaper
 - c. A radio station
 - d. A network television station
8. Speech Writing and Public Speaking (3)
9. CASE STUDIES AND PROGRAMS (20 hours)
 1. Review of Public Information Objectives (2)
 2. Analyzing a Press Conference or Meeting (2)
 3. Analyzing a News Article (2)
 4. Community Relations Program (2)
 5. Public Relations Planning for a Plant Meeting (2)
 6. Public Relations of an Academic or Business (2)
 7. Planning Special Events (2)
10. SEMINAR: REVIEW AND EVALUATION OF THE COURSE (2 hours)

Session O-1 and O-2

- a. Topic: Introduction to Course
- b. Required Reading: Introduction to Curriculum
CONFERENCE SENSE (NavPers 91139)
- c. Suggestions to Instructors:

Open the session with introduction of instructors by officer in charge. Ask each student to introduce himself and tell something of his personal and career background. Discuss course objectives and areas of instruction. Issue textbooks and other material required for course. Allow time for a question period.

a. Topic

Introduction to Course

b. Detailed Reading

Introduction to Course

c. Detailed Reading (Review 2113)

d. Detailed Reading to Instructor

e. Detailed Reading to Instructor

f. Detailed Reading to Instructor

g. Detailed Reading to Instructor

h. Detailed Reading to Instructor

i. Detailed Reading to Instructor

j. Detailed Reading to Instructor

k. Detailed Reading to Instructor

l. Detailed Reading to Instructor

m. Detailed Reading to Instructor

n. Detailed Reading to Instructor

o. Detailed Reading to Instructor

AREA A - THE NAVY AND UNITED STATES WORLD POLICY

(19 hours)

Sessions A-1 and A-2

- a. Topic: THE MEANING OF SEA POWER
- b. Required Reading: NAVAL ORIENTATION, Chapter 1 and 2
THE PRINCIPLES OF SEA POWER,
Admiral Robert B. Carney, USN,
reprinted from U.S. NAVAL INSTITUTE
PROCEEDINGS, August, 1953.
- c. Reference: Mahan, THE INFLUENCE OF SEA POWER
UPON HISTORY.
Sprout, FOUNDATIONS OF NATIONAL
POWER.
TEACHING NAVAL HISTORY, USNA.
- d. Key Points:
 - 1. The Meaning of Sea Power.
 - 2. The beginnings of navies in the Mediterranean.
 - (a) Cretan civilization based on sea power.
Downfall due to loss of sea power.
 - (b) Phoenician civilization developed through
sea power.
 - 3. Sea Power and the Golden Age of Greece.
 - (a) Sea Victory at Salamis, not the land battle
of Marathon that ended Persian menace to
Europe and soil.

THE HISTORY OF THE UNITED STATES

1. The History of the United States

2. The History of the United States

3. The History of the United States

4. The History of the United States

1. The History of the United States

2. The History of the United States

(a) The History of the United States

Downfall due to loss of sea power.

(b) The History of the United States

see power.

3. The History of the United States

(a) The History of the United States

of American naval power

large and small.

- (b) Greek safety in "wooden walls".
- 4. Roman Sea Power - The Punic Wars.
 - (a) Initial failure of Rome to understand sea power.
 - (b) Roman sea victory at Ecnomus.
 - (c) Roman control of sea forced Hannibal to use Alpine route to invade Italy ultimately ending in his defeat at Zama.
 - (d) Roman Navy protects sea lanes.
- 5. Venice succeeds Constantinople as dominant sea power.
- 6. The Age of Exploration and Colonization.
 - (a) Italy, Spain, Portugal, England.
- 7. Defeat of Spanish Armada and Rise of England as classical example of sea power.
- 8. British Sea Power from the Armada to the American Revolution.

Sessions A-3 and A-4

- a. Topic: THE HISTORY OF THE U.S. NAVY -
FROM THE AMERICAN REVOLUTION TO
THE WAR OF 1812.
- b. Required Reading:
- c. Reference: Westcott, AMERICAN SEA POWER SINCE
1775.
TEACHING NAVAL HISTORY.
Mahan, THE INFLUENCE OF SEA POWER
UPON HISTORY.

(b) Great Britain is "wondering why".

1. Roman God Power - The Power of

(a) Initial failure of Rome is mentioned as power.

(b) Roman was always at Rome.

(c) Roman control of the world is mentioned as power.

1. Roman power is mentioned as power.

1. Roman power is mentioned as power.

(d) Roman power is mentioned as power.

2. Roman power is mentioned as power.

power.

3. The age of exploration and colonization.

(e) Italy, Spain, Portugal, England.

4. Failure of Spanish power and rise of England as

classical example of power.

5. Failure of power from the Atlantic to the Atlantic

revolution.

Section A-X and A-Y

1. Failure of power from the Atlantic to the Atlantic

2. Failure of power from the Atlantic to the Atlantic

3. Failure of power from the Atlantic to the Atlantic

4. Failure of power from the Atlantic to the Atlantic

5. Failure of power from the Atlantic to the Atlantic

1772.

1772.

1772.

1772.

Knox: A HISTORY OF THE U.S. NAVY.

YOUR NAVY (NavPers 10600).

- d. Training Aids: Film, FW-6943A "History of the U.S. Navy - War of Independence" (21 minutes).
Film, FW-6943B "History of the Navy - Wars with France and Tripoli" (20 minutes).

e. Key Points:

1. The War of American Independence was in all its main features a maritime war.
2. Military lessons:
 - (a) A maritime nation which is not self-sufficient is dependent upon sea borne commerce for existence.
 - (b) It is impossible to fight a maritime war without ships which can stand up to the enemy.
 - (c) Without naval support a numerous and competent merchant marine is useless.
 - (d) Any Army cut off from its overseas source of supply and reinforcement is impotent.
3. John Paul Jones and the Continental Navy.
4. Origin of Naval Traditions.
5. Naval War with France.
6. War with Tripoli
7. Jefferson's Gunboat Policy advocated by Congress as cheap substitute for a Navy.

KNOWS A HISTORY OF THE U.S. NAVY.

YOUR NAVY (NAVY'S LOGS).

W/IN, W/IN-COPY, HISTORY OF THE

U.S. NAVY - War of Independence

(21 minutes).

W/IN, W/IN-COPY, HISTORY OF THE

NAVY - War with France and Spain

(20 minutes).

NAVY LOGS.

1. The War of American Independence was in all its main

features a naval war.

2. Military leaders:

(a) A maritime nation which is not self-sufficient

is dependent upon sea power for

existence.

(b) It is impossible to fight a maritime war with-

out ships which are equal to the enemy.

(c) Without naval support a warrior and conquer-

or becomes a victim in war.

(d) Sea Army and all from its various sources of

supply and reinforcement is important.

3. John Paul Jones and the Continental Navy.

4. Origin of Naval Traditions.

5. Naval War with France.

6. War with Spain.

7. Ballston's Naval Policy suggested by Congress

as enemy resistance for a Navy.

Sessions A-5 and A-6

- a. Topic: THE HISTORY OF THE U.S. NAVY -
THE NAVY IN THE 19TH CENTURY.
- b. Required Reading: None.
- c. Reference: TEACHING NAVAL HISTORY.
Westcott, AMERICAN SEA POWER SINCE
1775.
Stevens and Westcott, A HISTORY OF
SEA POWER.
Knox, A HISTORY OF THE UNITED
STATES NAVY.
Sprout, THE RISE OF AMERICAN NAVAL
POWER.
YOUR NAVY (NavPers 10600).

d. Key Points:

1. The period of peace 1815 to 1861.
 - (a) Naval technological developments.
 - (b) West Indies operations.
 - (c) Organization of five Bureaus to conduct
business of Navy Department.
 - (d) Founding of Naval Academy.
 - (e) Opening of Japan by Commodore Perry.
 - (f) Mexican operations - Conquest of California.
2. Naval aspects of the Civil War.
 - (a) Value of industrial potential and Navy Yards -
concentration of Northern naval strength to
destroy commerce and facilities of the South.

- a. Topic: THE HISTORY OF THE U.S. NAVY -
- b. Historical Background: THE NAVY IN THE 19th CENTURY.
- c. References:
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- A. Key Points:
 - 1. The period of peace 1815 to 1890.
 - (a) Naval technological developments.
 - (b) Naval tactics operations.
 - (c) Organization of the Navy to conduct business of Navy Department.
 - (d) Founding of Naval Academy.
 - (e) Opening of Japan by Commodore Perry.
 - (f) American expansion - conquest of California.
 - 2. Naval aspects of the Civil War.
 - (a) Value of naval potential and Navy's role in construction of Northern naval strategy to destroy commerce and facilities of the South.

- (b) Naval operations of the War.
- (c) Realization that improvisation no longer effective in modern naval warfare.
- 3. Period of decline in Navy 1866 - 1880.
- 4. The New Navy 1881 - 1897.
 - (a) The White Squadron.
 - (b) War College established 1885.
- 5. Spanish-American War and Roosevelt Era 1898 - 1909.
 - (a) Primarily a naval conflict.
 - 1. Effectively trained personnel with good equipment decisive in complete rout of enemy's fleet to end conflict. "Battle of Manila."
 - (b) Expansion in U.S. possessions primarily is a naval problem.
- 6. Importance of the maintenance of an adequate Navy to handle any foreseeable commitment within prescribed limits.
 - (a) Roosevelt policy, "Speak softly but carry a big stick."
 - (b) Importance of prior preparation with intelligent reports of the enemy thereby developing proper tactics and strategy.
 - (c) Research and development admittedly an asset to any Navy.

(f) Based on the results of the test.

(g) Based on the results of the test.

effective in modern naval warfare.

3. Tested at sea in May 1955 - 1956.

4. The test was held in 1957.

(a) The White Paper.

(b) The White Paper.

5. The test was held in 1957 - 1958.

(a) The test was held in 1957.

1. Effectively tested in modern naval warfare.

equipment tested in modern naval warfare.

many of the test results.

of results.

(a) Reported in the White Paper.

a test result.

2. Reported in the White Paper.

to provide the necessary information.

reported results.

(a) Reported in the White Paper.

test result.

(b) Reported in the White Paper.

information of the test results.

test results of the test.

(c) Reported in the White Paper.

test result.

Sessions A-7 and A-8

- a. Topic: THE HISTORY OF THE NAVY - WORLD
WAR I TO WORLD WAR II.
- b. Required Reading: None.
- c. Reference: Westcott, AMERICAN SEA POWER SINCE
1775.
Knox, A HISTORY OF THE UNITED STATES
NAVY.
Stevens & Westcott, A HISTORY OF
SEA POWER.
TEACHING NAVAL HISTORY.
Sprout, THE RISE OF AMERICAN NAVAL
POWER.
YOUR NAVY (NavPers 10600).
- d. Key Points:
1. Emergence of the U.S. into the twentieth century
with insular possessions and global bases.
 2. Great technological developments and techniques
with corresponding research and development.
 3. Theories of Mahan, Spykman and Mackinder and
their influence on the aspiring world powers.
 4. Rise of German Navy to protect her sea trade and
colonies.
 5. Check of German expansion.
 6. Japan in Far East.
 7. Monroe Doctrine in New World.
 8. Attempted move of Germany through Balkans, Turkey
and Asia Minor which finally resulted in World War I.

4. Copies: 12 copies of the report - 12

and 1 to the Navy and 11.

5. Required Reading: None.

6. References: 1. Westcott, American Sea Power Since 1775.

1775.

2. A History of the United States Navy.

1775.

3. A History of the United States Navy.

1775.

4. A History of the United States Navy.

5. A History of the United States Navy.

1775.

6. A History of the United States Navy.

7. A History of the United States Navy.

1. Importance of the U.S. in the twentieth century

with local, national and global issues.

2. Great technological developments and technical

also corresponding research and development.

3. Theories of science, physics and engineering and

their influence on the military world power.

4. Role of the Navy in the world and the

colonies.

5. Role of the Navy in the world.

6. Japan in the world.

7. Naval doctrine in the world.

8. A History of the United States Navy.

and also those which directly resulted in World War I.

9. Wilson's Neutrality Proclamation - Aug. 1914.
10. Congress authorized great naval building program.
11. Declaration of War on Germany.
12. Rear Admiral Sims confers with Britain's First Sea Lord, Admiral Jellicoe.
13. Convoy system adopted.
14. Battle of Jutland.
 - (a) Effect of German Fleet's defeat.
15. The three main Allied naval operations:
 - (a) Blockade of Germany.
 - (b) Anti-submarine campaign.
 - (c) Transportation of American troops to France.
16. Development of submarine and air operations.
17. Success of submarine warfare almost stops England.
Retaliation of like use of submarine by U.S. and
convoy system enables England to come back.
18. Germany surrenders.
19. Post-war position of Japan - mandated islands.
20. Inevitable post-war reactions.
21. Events leading to conferences.
22. Limitations of Naval Armament:
 - (a) Washington - 1921 - 1922
 - (b) Geneva - 1927
 - (c) London - 1930
 - (d) Geneva - 1932 - 1933
 - (e) Limitation ends December 1936 with failure
of second London Conference 1935 - 1936.
23. Results of conferences.

9. Wilson's Reorganization Commission - Aug. 1918.
10. Congress authorized Great Navy Building Program.
11. Declaration of War on Germany.
12. Rear Admiral Hugh Clegg with Britain's first
See later, Admiral Clegg.
13. Convoy system adopted.
14. Battle of Jutland.
- (a) Effect of German Fleet's defeat.
15. The first main Allied naval operations:
(a) Blockade of Germany.
(b) Anti-submarine campaign.
(c) Transportation of supplies through to France.
16. Development of submarines and air operations.
17. Success of submarine warfare almost always against
Realization of the use of submarine by U.S. and
convoy system enabled England to come back.
18. German submarines.
19. East-west position of Japan - mandated islands.
20. Incredible post-war conditions.
21. Issues leading to controversy.
22. Limitations of naval armament:
(a) Washington - 1921 - 1922
(b) Geneva - 1924
(c) London - 1930
(d) Geneva - 1932 - 1933
(e) Disarmament Conference 1932 with failure
of second naval conference 1935 - 1936.
23. Results of conferences.

24. Failure to promote and support diplomacy with

seapower results in:

- (a) Manchuria - 1931
- (b) China - 1932, 1937
- (c) Ethiopia - 1935
- (d) Indo-China- 1941

25. Technological developments make great strides in ships and air arm and a "New Order of Sea Power."

Sessions A-9 and A-10

- a. Topic: THE HISTORY OF THE NAVY - WORLD WAR II
- b. Required Reading: None.
- c. Reference: Westcott, AMERICAN SEA POWER SINCE 1775.
Stevens & Westcott, A HISTORY OF SEA POWER.
TEACHING NAVAL HISTORY.
Sprouts, THE RISE OF AMERICAN NAVAL POWER.
YOUR NAVY (NavPers 10600).
- d. Training Aids: Film, MN-6124 "Sea Power in the Pacific", (30 minutes).
- e. Key Points:
 - 1. New Neutrality Act of 1939.
 - 2. Naval expansion - 1938-1940.
 - 3. Lease of bases to U.S. in Atlantic.
 - 4. Lend Lease Act of 1941.

21. Failure to promote and support democracy with

newpower results in:

(a) Cambodia - 1971

(b) China - 1952, 1957

(c) Ethiopia - 1988

(d) Indo-China - 1961

22. Technological developments make great strides in ships and air and a "new order of sea power."

Questions 4-9 and 4-10

1. Topic: THE HISTORY OF THE NAVY - WORLD WAR II

2. Required Reading: None.

3. References: Westcott, WILLIAM SEA POWER SINCE 1775.

1775.

Stevens & Westcott, A HISTORY OF SEA POWER.

SEA POWER.

THEORY AND PRACTICE.

QUESTIONS FOR THE HISTORY OF AMERICAN NAVY.

1900.

THE NAVY (1900-1905).

4. Training Aids: Film, "SEA-GLASS" Sea Power in the

World, (30 minutes).

5. Key Points:

1. New technology and of 1900.

2. Naval expansion - 1900-1905.

3. Loss of power to U.S. in Atlantic.

4. Land power Act of 1911.

5. U.S. virtually at war in Atlantic actions in convoys.
6. Diplomatic mission from Japan - Nov. 1941.
7. Attack on Pearl Harbor - Dec. 7, 1941. Open declaration of war.
8. Weather and its effect upon naval warfare.
9. Geography and Logistics:
 - (a) Science for global war comprised of Strategy, Tactics and Logistics.
 - (b) Development of Service Forces.
 - (c) Offensive naval tactics of U.S.
10. Global tactics of enemy repulsed by Allies through united efforts of all and immense "production" potential of an aroused U.S. citizenry.
11. Development of Amphibious Warfare with "non-static" defense as Allied offensive in Pacific proves strategic success.
 - (a) Carrier Task Force uses and effects.
 - (b) Gilberts marks shift to all-out offensive on part of U.S. and Allies.
 - (c) Neutralization of by-passed Japanese Island bases.
 - (d) Philippine Campaign.
 - (1) Submarines in Pacific.
12. Continued global action in Europe and Mediterranean stressing role of European Navies.
13. Defeat of Enemies' Navies enables destruction at home reducing war to land actions.

2.2. Although we are in a position to make in
concrete.

3. Diplomatic mission from Japan - Nov. 1941.

4. Attack on Pearl Harbor - Dec. 7, 1941. Upon
declaration of war.

5. War and its effect upon naval warfare.

6. Geography and Logistics

(a) Factors for global war consisting of strategy,
tactics and logistics.

(b) Development of service bases.

(c) Offensive naval tactics of U.S.

20. Global tactics of enemy regarded by allies through

united efforts of all and known as "cooperation"

potential of an advanced U.S. strategy.

21. Development of amphibious warfare with "non-

combat" elements as allied themselves in Pacific

power strategic success.

(a) Carrier task force uses and tactics.

(b) Amphibious warfare with its all-out offensive on

part of U.S. and allies.

(c) Demoralization of by-passed Japanese Islands
before.

(d) Airborne campaign.

(1) Operations in Pacific.

22. Continued global action in Europe and Mediterranean

strategic role of European forces.

23. General of "warfare" by the combined action of

naval and army to land actions.

14. Amphibious invasions progress through North Africa, Sicily, Italy, Normandy, Mediterranean coast of France. Allies control seas and finally struck at will through France in a final sweep into Germany forcing a surrender.
15. Finale in Pacific after strategic bombings - terms signed aboard USS MISSOURI.

Sessions A-11 and A-12

- a. Topic: ORGANIZATION FOR NATIONAL SECURITY.
- b. Required Reading: NAVAL ORIENTATION, Chapter 9.
OUR DEPARTMENT OF DEFENSE, AFIP 2.
- c. Key Points:
 1. The Organization for National Security is composed of the National Security Council, The Office of Defense Mobilization, and the Department of Defense.
 2. The National Security Council.
 - a. The President and Vice President of the U.S.
 - b. The Secretary of State.
 - c. The Secretary of Defense.
 - (1) Joint Secretaries.
 - (2) Special Assistants.
 - (3) Armed Forces Policy Council.
 - (4) Assistant Secretaries of Defense.
 - (a) Joint Chiefs of Staff.
 - (5) Military Departments.
 - (a) Army, Navy, Air Force.

19. The following information was received from the
British, French, Italian, Japanese, and American
embassies in London. After a long and final
search it will through French in a final sweep
have Germany being a candidate.

12. Plans in field after strategic bombing - Japan
signed about 25th January.

[illegible]

- a. Topical: ORGANIZATION FOR NATIONAL SECURITY.
- b. Required Reading: NAVAL ORIENTATION, Chapter 3.
- c. Key Words: THE DEPARTMENT OF DEFENSE, ALL E.

1. The Organization for National Security is composed of the National Security Council, the Office of National Mobilization, and the Department of Defense.

1. The National Security Council.
2. The President and Vice President of the U.S.
3. The Secretary of State.
4. The Secretary of Defense.
5. The Secretary of the Army.
6. The Secretary of the Navy.
7. The Secretary of the Air Force.
8. The Secretary of the Department of Energy.
9. The Secretary of the Department of Health, Education and Welfare.
10. The Secretary of the Department of Housing and Urban Development.
11. The Secretary of the Department of Justice.
12. The Secretary of the Department of Labor.
13. The Secretary of the Department of the Interior.
14. The Secretary of the Department of Agriculture.
15. The Secretary of the Department of Commerce.

3. The Naval Establishment.

(a) Background and Development of the Department.

(b) Function and overall composition.

(1) The Navy Department.

(2) The Shore Establishment.

(3) The Operating Forces.

4. Director of Foreign Operations Administration.

5. Director of the Office of Defense Mobilization.

6. Secretary of Treasury.

7. Central Intelligence Agency.

d. Suggestions to Instructor:

The Department of Defense Chart may be used for reference and discussion.

Sessions A-13 and A-14

a. Topic: ROLE OF THE ARMED FORCES - NAVY.

b. Required Reading: NAVAL ORIENTATION, Chapters 15, 16, 17, 18, 19, 24.

Address by Admiral Robert B. Carney, USN, before the National Convention of the Military Order of the World Wars, Pittsburg, Oct. 27, 1953.

c. Reference: U.S. LIFE LINES (NavOp 04-P-105).

d. Training Aids: Film, MN-7838 "Sea Power for Freedom", (28 minutes)

e. Key Points:

1. Importance of Oceans and Seas.

(a) Three-fourths of globe is covered by oceans

(A) The Government of Alaska is advised by ocean

1. The Government of Alaska and Navy.

2. The Government of Alaska.

3. The Government of Alaska.

4. The Government of Alaska.

5. The Government of Alaska.

6. The Government of Alaska.

7. The Government of Alaska.

8. The Government of Alaska.

9. The Government of Alaska.

10. The Government of Alaska.

11. The Government of Alaska.

12. The Government of Alaska.

Section 1-11 and 1-12

Reference and discussion.

The Government of Alaska.

1. The Government of Alaska.

2. The Government of Alaska.

3. The Government of Alaska.

4. The Government of Alaska.

5. The Government of Alaska.

6. The Government of Alaska.

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8. The Government of Alaska.

9. The Government of Alaska.

10. The Government of Alaska.

11. The Government of Alaska.

and seas all inter-connected and accessible.

(b) Oceans and seas are international areas.

2. Major Mission of the Navy.

(a) Control of the Seas.

(1) Control encompasses control of air over surface and water under surface.

(2) Advantages of Control.

(a) Enables U.S. to project military power to enemy and prevent him from doing likewise.

(b) Permits continued use of seas in time of war to permit necessary materials import.

1. U.S. dependent on foreign sources for many vital raw materials.

3. Modern Methods of Achieving Control of the Sea.

(a) Air-Surface Warfare

(1) Offensive

(a) Atomic approach.

(2) Defensive

(a) Atomic approach.

(b) Sub-surface Warfare

(1) World War II operations.

(2) Anti-submarine warfare.

(a) Special weapons and devices.

(3) Post-war developments in sub-surface warfare.

...and will be continued and extended.

(b) ...and will be continued and extended.

(c) ...and will be continued and extended.

(d) ...and will be continued and extended.

(e) ...and will be continued and extended.

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(w) ...and will be continued and extended.

(x) ...and will be continued and extended.

(y) ...and will be continued and extended.

(z) ...and will be continued and extended.

(aa) ...and will be continued and extended.

(ab) ...and will be continued and extended.

(ac) ...and will be continued and extended.

4. Conclusions:

- (a) U.S. Navy must be able to control seas.
- (b) Navy must be maintained as "first line of defense" and as "first line of offense".
- (c) Navy must act as a deterrent to aggression.
- (d) Navy must be cognizant of all atomic developments and be prepared to use same if situation demands its use.

Session A-15

- a. Topic: ROLE OF THE ARMED FORCES -
 MARINE CORPS.
- b. Required Reading: NAVAL ORIENTATION, Chapter 25.
- c. Key Points:
 - 1. Mission of the Marine Corps.
 - (a) National Security Act of 1947 assigns the Marine Corps primary responsibility for the training in and development of tactics and equipment of the landing force in an amphibious operation.
 - (b) Not a second land army.
 - 2. Historical Background.
 - (a) Original use as boarders and landing party.
 - (b) Increased use of coal and oil by Navy all over the world required defense for these bases.

- (a) The Navy will be able to provide more...
- (b) The Navy will be able to provide more...
- (c) The Navy will be able to provide more...
- (d) The Navy will be able to provide more...

Section 2-1

- A. The Navy will be able to provide more...
- B. The Navy will be able to provide more...
- C. The Navy will be able to provide more...
- D. The Navy will be able to provide more...
- E. The Navy will be able to provide more...
- F. The Navy will be able to provide more...
- G. The Navy will be able to provide more...
- H. The Navy will be able to provide more...
- I. The Navy will be able to provide more...
- J. The Navy will be able to provide more...
- K. The Navy will be able to provide more...
- L. The Navy will be able to provide more...
- M. The Navy will be able to provide more...
- N. The Navy will be able to provide more...
- O. The Navy will be able to provide more...
- P. The Navy will be able to provide more...
- Q. The Navy will be able to provide more...
- R. The Navy will be able to provide more...
- S. The Navy will be able to provide more...
- T. The Navy will be able to provide more...
- U. The Navy will be able to provide more...
- V. The Navy will be able to provide more...
- W. The Navy will be able to provide more...
- X. The Navy will be able to provide more...
- Y. The Navy will be able to provide more...
- Z. The Navy will be able to provide more...

- (c) Amphibious doctrine studied by Marines in 1920's and 1930's.
- (d) At start of World War II Marines were the only force in being that had a doctrine and trained troops for amphibious operations.

3. Marine Corps Aviation

- (a) Mission - support of Fleet Marine units in their operations.
- (b) Primarily a tactical support weapon--well trained in close air support.

4. Marine organization is technically a separate service. Commandant is responsible directly to the Secretary of the Navy.

- (a) Fleet Marine Forces and security detachments are under Naval Command.

5. Components of the Marine Corps.

- (a) Supporting Establishment.
 - (1) Administrative.
 - (2) Supply and Training Activities.
- (b) Fleet Marine Forces.
- (c) Security Detachments.

6. Marine Corps today.

- (a) Amphibious know-how with tactical close air support.
- (b) Combat readiness.

(c) Impediments to the training of personnel in

1950's and 1951's.

(d) As stated by World War II veterans, the

only force in being lost was a doctrine and

limited scope for operations operations.

3. Marine Corps Action

(a) Mission - support of Fleet Marine units in

their operations.

(b) Primarily a tactical support weapon--well

trained in close air support.

4. Marine organization is fundamentally a separate

service. Command is responsible directly to

the Secretary of the Navy.

(a) Fleet Marine Forces and security elements

are under direct command.

5. Organization of the Marine Corps.

(a) Supporting organizations.

(i) Administration.

(ii) Supply and training activities.

(b) Fleet Marine Forces.

(c) Security elements.

6. Marine Corps Role.

(a) Amphibious force--how with tactical close air

support.

(b) Combat readiness.

Session A-16

- a. Topic: ROLE OF THE ARMED FORCES - ARMY
 AND AIR FORCE
- b. Required Reading: WHERE WE SERVE, AFIP 6.
- c. Key Points:
 - 1. Mission of the Army.
 - (a) Peacetime.
 - (1) Training in preparation for war.
 - (2) Special tasks.
 - (b) War
 - (1) Ground combat.
 - (2) Overall method of operation.
 - (a) Combined arms teams.
 - (b) Joint operations.
 - (c) Ultimate Objective - destroy enemy land forces in order to control vital ground areas.
 - (d) Scope of employment.
 - (e) Summary of main points consistent with recent scientific developments.
 - 2. Mission and Major Roles of Air Force.
 - (a) Strategic Air Command.
 - (1) Concept of Air Power.
 - (2) Available Force.
 - (3) Deterrent Factor.
 - (4) Rapid Scientific Developments
 - (b) Tactical Air Command.
 - (1) Support of Army and Navy.
 - (2) Coordination of Armed Forces.

1. Topic:

ROLE OF THE ARMED FORCES - ARMY

ARMY AIR POWER

2. Detailed description of the subject matter, with a

3. Key points:

I. Mission of the Army:

(a) Protection.

(1) Training in preparation for war.

(2) Special cases.

(3) War.

(4) Ground combat.

(5) Overall method of operation.

(6) Combined arms teams.

(7) Joint operations.

(8) Ultimate objective - destroy enemy land forces.

In order to control vital ground areas.

(9) Scope of engagement.

(10) Summary of main points consistent with purpose.

Scientific developments:

II. Mission and Major Roles of Air Power:

(1) Strategic Air Command.

(2) Tactical Air Command.

(3) Available power.

(4) Documented history.

(5) Rapid Scientific Developments

(6) Tactical Air Command.

(7) Support of Army and Navy.

(8) Coordination of Armed Forces.

(c) Air Defense Command.

- (1) Protection of U.S. from aerial attack.
- (2) Limitations.
- (3) Capabilities.

Session A-17

- a. Topic: UNITED STATES FOREIGN RELATIONS -
DETERMINANTS OF FOREIGN POLICY.
- b. Required Reading: IS THE UNITED STATES SELF-
SUFFICIENT? AFT 455.
HOW TO MEASURE A NATION'S STRENGTH,
AFT 463.
HOW OUR FOREIGN POLICY IS MADE,
AFT 457.
- c. Key Points:
1. The United States depends upon foreign countries for raw materials, agricultural products and scientific knowledge, and for a market for our goods.
 2. National strength depends on:
 - a. Location of a country.
 - b. Its shape and size.
 - c. Its climate.
 - d. Raw materials and industry.
 - e. Population.
 - f. Political and social organization.
 - g. Armaments.

Question 10) All Defects Listed.

(1) Protection of U.S. from external threats.

(2) Internal.

(3) Capabilities.

Question 11-12

4. Defects - WITH EXISTING DEFENSE POLICY -

DEFENSE POLICY OF DEFENSE POLICY.

5. Defects - IN THE EXISTING DEFENSE POLICY -

DEFENSE POLICY AND DEFENSE.

HOW TO BUILD A DEFENSE POLICY.

DEFENSE.

HOW THE DEFENSE POLICY IS MADE.

DEFENSE.

6. Key Defects

1. The United States depends upon foreign supplies

for raw materials, agricultural products and

scientific knowledge, and for a market for our

products.

2. National economic dependence on foreign

a. location of a country.

b. its shape and size.

c. its climate.

d. raw materials and resources.

e. population.

f. political and social organization.

g. government.

h. international relations.

3. These factors are interrelated. No exact estimate can be made of a nation's strength.
4. All these factors bear on the economic and military power of a nation and how strongly it can influence world public opinion.
5. Definition of Foreign Policy.
6. Roles in Determining Foreign Policy.
 - a. President.
 - b. Department of State.
 - c. Congress.
 - d. The People.
 - e. The Armed Forces.

Sessions A-18 and A-19

- a. Topic: UNITED STATES FOREIGN RELATIONS -
GLOBAL COMMITMENTS.
- b. Required Reading: WHAT IS AGGRESSION, AFT 454.
THE U.N. - A LOOK AT THE RECORD,
AFT 419.
INTER-AMERICAN DEFENSE, AFT 437.
NATO, AFT 471.
WHY WE SERVE IN THE FAR EAST,
AFT 469.
- c. Reference: EUROPE UNITING, AFT 445.
WHERE WE SERVE, AFIP 6
PEACE FOR THE LONG HAUL - A TREATY
WITH JAPAN, AFT 386.

3. These factors are interrelated. In each instance
and the state of a nation's economy.
4. All these factors bear on the economic and military
power of a nation and how strongly it can influence
world public opinion.

5. Definition of Foreign Policy.

6. Points in Determining Foreign Policy.

a. President.

b. Department of State.

c. Congress.

d. The People.

e. The Armed Forces.

Sections 4-10 and 4-11

a. Foreign Policy - UNITED STATES FOREIGN RELATIONS -

GENERAL CONSIDERATIONS.

b. Foreign Policy - WHAT IS FOREIGN POLICY, AND WHY?

THE U.S. - A LOOK AT THE PAST,

AND

THE FUTURE - THE AMERICAN POSITION, AND

THE

THE

AND

c. References: FOREIGN RELATIONS, AND

THE

FROM THE

THE

THE SITUATION IN SOUTHEAST ASIA,
AFT 453.

THE WAR IN INDOCHINA, AFT 439.

INDIA- ORIENTAL 'THIRD FORCE'?,
AFT 391.

d. Key Points:

1. Soviet foreign policy and the aims of international Communism.
 - a. Diplomatic warfare.
 - b. Propaganda and political warfare.
 - c. Subversion from within.
 - d. Economic warfare.
 - e. Other non-military forms of aggression.
2. The United Nations.
 - a. Purposes.
 - b. Organization.
 - c. What it has accomplished.
3. United States Policy and Commitments in the American Hemisphere.
4. Europe and the Atlantic.
 - a. European Defense Community.
 - b. NATO.
5. Pacific Defense.
 - a. Soviet objectives in the Far East.
 - b. United States defenses in the Pacific.
 - c. Aid to non-Communist nations in the Pacific.
 - d. ANZUS Pact.

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4 - For Review

1. Foster foreign policy and the role of labor-
nationalism, Communism.
2. Diplomatic relations.
3. International and political economy.
4. International law within.
5. Economic history.
6. Other non-allying forms of internationalism.

7. The United Nations.

8. European.
9. Organization.
10. That is how accomplished.

11. United States Policy and Organization in the

European Hemisphere.

12. Europe and the Atlantic.

13. European Economic Community.

14. NATO.

15. Pacific Relations.

16. Revised objectives in the Far East.

17. United States Relations in the Pacific.

18. Aid to non-Communist nations in the Pacific.

19. Asian Pact.

AREA B. FOUNDATIONS OF PUBLIC COMMUNICATION

(22 hours)

Session B-1

- a. Topic: THE IMPORTANCE OF RELATIONSHIPS
WITH THE PUBLIC.
- b. Required Reading: PUBLIC RELATIONS SENSE, (NavPers
91786)
MILITARY PUBLIC RELATIONS, an
address by Admiral Robert B. Carney
before the Public Relations
Society of America, May 5, 1954.
NAVY PUBLIC RELATIONS MANUAL,
Appendix A, Chapter 1.
- c. Key Points:
1. In a democratic nation, what goes on in every
branch of government is the public's business.
Within limits of security, Navy must keep the
people informed:
 - (a) So that they can make the decisions that will
permit the Navy to carry out its mission in
defense of the country, and
 - (b) To create a public attitude toward the Navy
which will build morale and produce top
performance.
 2. Navy has not always appreciated importance of public

Section 2-1

THE INTERESTS OF THE UNITED STATES
IN THE WORLD.

THE UNITED STATES
IN THE WORLD.

THE UNITED STATES
IN THE WORLD.
ADDRESS BY ADAM SMITH, M. D.
IN THE HOUSE OF REPRESENTATIVES
JANUARY 2, 1822.
THE UNITED STATES
IN THE WORLD.
ADDRESS BY ADAM SMITH, M. D.

THE UNITED STATES

1. In a domestic action, what does it mean
to say that the public's business
is the business of the people?
The public's business is the business of the people.
The public's business is the business of the people.

2. The public's business is the business of the people.
The public's business is the business of the people.
The public's business is the business of the people.
The public's business is the business of the people.
The public's business is the business of the people.

3. The public's business is the business of the people.
The public's business is the business of the people.

- relations. At close of World War II, Navy prestige was at a much lower level than Navy accomplishments should have merited.
3. Necessity of achieving balance between security requirements and desirability of free flow of information.
 4. Development of Navy Public Information.
 5. Objectives of Navy Information:
 - (a) To inform.
 - (b) To educate.
 - (c) To create and sustain good will.

Session B-2

- a. Topic: DEFINING PUBLIC RELATIONS AND PUBLIC INFORMATION.
- b. Required Reading: Cutlip & Center, EFFECTIVE PUBLIC RELATIONS, Chapter 1.
- c. Reference: Lesly, PUBLIC RELATIONS HANDBOOK, Chapter 1.
- d. Key Points:
 1. Definitions of and distinctions between publicity, public relations, propaganda, and advertising.
 2. Public relations activities are not ends in themselves but rather means to achieving good relationships with the public.
 3. Four possible "pathways to public favor".

- relations. At close of World War II, Navy
 prestige was at a much lower level than Navy
 accomplishments should have merited.
2. Necessity of achieving balance between security
 requirements and desirability of free flow of
 information.
 3. Development of Navy Public Information.
 4. Objectives of Navy Information:
 - (a) To inform.
 - (b) To educate.
 - (c) To create and sustain good will.

Section B-2

1. Topic:

DEFINING PUBLIC RELATIONS AND PUBLIC
 INFORMATION.
2. Required Reading:

Public Relations, Chapter I.
3. References:

Public Relations Handbook,
 Chapter I.
4. Key Points:
 1. Definitions of the distinction between publicity,
 public relations, propaganda, and advertising.
 2. Public relations activities are not ends in them-
 selves but rather means to achieving good relation-
 ships with the public.
 3. Your principal "pathways to public favor."

Session B-3

- a. Topic: GROWTH AND DEVELOPMENT OF PUBLIC RELATIONS.
- b. Background: Public relations, as it is practiced in business and government today, did not just happen. It exists, as it has existed in one form or another for thousands of years, because there is a definite need for a catalyst in the process of communication between large organizations and the people inside and outside them.

The process and practice of public communication can be best understood against the background of the social factors that have given rise to public relations on its present scale.

- c. Required Reading: Cutlip & Center, EFFECTIVE PUBLIC RELATIONS, Chapters 2 and 3.
- d. Reference: Harlow and Black, PRACTICAL PUBLIC RELATIONS, Chapter 1.
- c. Key Points:

1. Force of public opinion was recognized long before modern terms were used to describe it. Roman expression: "Voice of the people is the voice of God".
2. Public relations has developed to meet the needs of groups which sought public support.
3. Samuel Adams and his associates as "press agents" of the American Revolution.
4. Amos Kendall and Andrew Jackson.
5. P.T. Barnum and the theatrical press agents.

e. Topic:

GROWTH AND DEVELOPMENT OF PUBLIC

RELATIONS.

2. Background:

Public relations, as it is practiced

in business and government today, did not last

happen. It came, as it has existed in one form

or another for thousands of years, because there is

a definite need for a catalyst in the process of

communication between large organizations and the

people inside and outside them.

The process and practice of public

communication can be best understood against the

background of the social factors that have given

rise to public relations on its present scale.

c. Reported Reading: Philip A. Cowley, "PRACTICE PUBLIC

RELATIONS, Chapters 2 and 3.

d. References: Major and Minor, "PRACTICE PUBLIC

RELATIONS, Chapter 1.

e. Key Points:

1. Force of public opinion was recognized long before

modern terms were used to describe it. Modern

conception: "Voice of the people is the voice of

God".

2. Public relations has developed to meet the needs of

groups which require public support.

3. General terms and his association as "press agents"

of the American Revolution.

4. From Randall and Arthur Jackson.

6. Big business shifts from "Public be damned" attitude of late 1800's. Rise of public indignation against the "robber barons".
7. Ivy Lee and Edward L. Bernays.
8. Theodore Roosevelt sets a new pattern for White House press relations.
9. Government public relations in World War I.
10. Growth of public relations in government and industry since World War I.

Session B-4

- a. Topic: PUBLIC INFORMATION IN GOVERNMENT AND ARMED FORCES.
- b. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapters 22 and 25.
- c. Reference: Pimlott, PUBLIC RELATIONS AND AMERICAN DEMOCRACY, Part II.
- d. Key Points:
 1. American concept of government demands free flow of information between government and the people. Flow must go in both directions.
 2. Pimlott's "two main arguments" for practice of public relations by government: reportorial and administrative.
 3. Objectives of government information efforts.
 4. Causes of hostility toward public relations in government.
 5. Growth of public relations in the Armed Services.

9. Big business shifts from "public be damned" attitude of late 1920's. Rise of public indignation against the "robber barons".
10. IVy Lee and Edward L. Bernays.
11. Theodore Roosevelt with a new platform for public opinion.
12. Government public relations in World War I.
13. Growth of public relations in government and industry since World War I.

Section 2-4

- a. Public information in government and public opinion.
- b. Regulated business: public and private, restrictive public relations, chapters 23 and 24.
- c. Reference: public relations and public opinion, part II.
- d. Key points:
1. American concepts of government demands free flow of information between government and the people. This must be in both directions.
2. Public's "two main attitudes" for purposes of public relations of government: spontaneous and administrative.
3. Objectives of government information efforts.
4. Growth of public relations in the Armed Services Government.
5. Growth of public relations in the Armed Services.

6. Defense Department Office of Public Information.
7. Relationship between public relations and legislative liaison.

Session B-5

- a. Topic: PERSONAL PREPARATION FOR INFORMATION DUTIES.
- b. Background: Public and internal information jobs are not mechanical tasks. Information and publicity are not commodities cranked out of a machine. Nor is an understanding of how to write acceptable press copy or where to find the right USAFI manual or Armed Forces Talk enough to make a good information officer out of a good naval officer.

It is no coincidence that much of modern public relations practice has grown up during a period of great progress in the social sciences, for public relations and internal information are aspects of something larger called "human relations". In spite of the vast strides the social sciences have made in the last 50 years, progress in human relations has lagged far behind progress in the physical sciences. Most people in and out of uniform agree that in the long run the world's problems must be solved in the area of human relations, not with bigger and better bombs.

6. Defense Department Office of Public Information.
7. Relationship between public relations and legislative issues.

General B-2

THE SOCIAL INFORMATION FOR

Topic:

INFORMATION UNIT.

b. Background: Public and internal information jobs

are not mechanical tasks. Information and publicity

are not commodities created out of a machine. They

is an understanding of how to write acceptable

press copy or where to find the right UNWI material

or Armed Forces talk enough to make a good impression

can reflect out of a good news story.

It is no coincidence that much of

modern public relations practice has grown up during

a period of great progress in the social sciences.

For public relations and internal information are

aspects of something larger called "human relations".

In spite of the vast strides the social sciences

have made in the last 50 years, progress in human

relations has lagged far behind progress in the

physical sciences. Good people in and out of

uniform agree that in the long run the world's

problems must be solved in the area of human

relations, not with bigger and better bombs.

Human relations is the study of how to get along with people. It embraces formal studies from anthropology to semantics, and practical problems that include military leadership, industrial relations, how to eliminate prejudice, and how to get along with the wife. We aren't going into all of these areas in this course, for they are not all in the domain of public relations. But some of them may not be as far from public relations as they may appear at first glance. Remember, Admiral Carney has called military public relations "a reciprocal process involving every aspect of human conduct in the field of human relations".

c. Required Reading: Cutlip & Center, EFFECTIVE PUBLIC RELATIONS, Chapter 27.

d. Reference: Harlow & Black, PRACTICAL PUBLIC RELATIONS, Chapters IV and V.

e. Key Points:

1. Information officer must be a capable, well-rounded naval officer.
2. He must get along well with people and like to deal with them.
3. He must have administrative ability.
4. Other officers will judge all information officers by his performance.
5. The public will judge the Navy on the basis of impression made by him.

These religious is the army of the
 to get along with people. In religious terms studies
 from anthropology is recognized, and theoretical prop-
 erties that include military leadership, industrial
 relations, how to eliminate prejudice, and how to
 get along with the wife. The army's going into all
 of these areas in this manner, for they are not all
 in the realm of public relations. But some of them
 may not be in the realm of public relations as they may
 appear as first glance. However, Admiral Canine
 has called military public relations "a reciprocal
 process involving every aspect of human conduct
 in the field of human relations."

1. Required Reading: "Public Relations" by Walter Dill

HARRIS, Chapter IV.

2. References: "Public Relations" by Walter Dill

HARRIS, Chapters IV and V.

3. Key Points:

1. Information which must be a definite, well-

founded, well-defined,

2. Be sent out along with people and live in

with them.

3. He must have administrative ability.

4. Other officers will judge his information officers

by his performance.

5. The public will judge the Navy on the basis of

information made by him.

Session B-6

a. Topic: ORGANIZING THE INFORMATION PROGRAM -
INFORMATION FOR A PURPOSE.

b. Background: Possibly the greatest single weakness in most information programs that don't quite succeed lies in their lack of planning.

A good many information people, civilian and military alike, look on public relations and internal information as a one-way street down which flows a continual stream of traffic, always from the organization to the public. The traffic never stops on this street. It flows on and on, without ever a pause to see where it is going, whether it is needed in the first place, and what it can accomplish if it reaches its destination.

This type of operation reduces public relations to publicity, and measures its success in the number of words ground out or in the volume of press clippings collected every morning. It never gives a thought to the possibility that perhaps publicity is not needed and may not even be desirable, or that a problem might exist that cannot be solved by publicity alone or by the type of publicity now being issued.

When conducted along these lines, an information program not only is ineffectual--and therefore a waste of time and money--but it

and therefore a waste of time and money--but it
as information purposes only is invaluable--
When conducted along these lines
it policy was being tested.
cannot be ruled of political value or by the type
be desirable, or that a problem might exist that
perhaps publicity is not needed and yet not even
it never gives a handle to the possibility that
volume of press clippings collected every morning.
Inasmuch as the number of copies printed and as in the
its relation to publicity, and moreover the
This type of operation between pub-

may be harmful, as well.

A public relations or internal information program should be designed to accomplish a purpose. It should be initiated because there is a specific need for it. The program should have definite goals, and a route should be mapped to lead to these goals.

Information goals, like any other objectives, may be long or short range. A good information program will contain both, just as sound military planning contains elements of both strategy and tactics.

Before an information officer can solve a problem, he must define it. His major tools, both in defining the problem and in solving it, are facts. All facts from every possible source should be collected and verified, then weighed and evaluated.

On the basis of his evaluation of the facts, the information officer decides upon a course of action, outlines steps to be followed, and only then does he put his plan to work.

His task does not end there, however. He must re-evaluate the problem periodically, modifying short term goals and adjusting the program as may be necessary. And he should also observe and evaluate the results of his efforts, adopting for future use whatever lessons he may have learned

may be helpful, as well.

A public relations campaign

information program should be designed to accomplish
a purpose. It should be limited because there is
a specific need for it. The program should have
defined goals, and a definite scope in terms of
time and space.

Information goals, time and space
objectives, may be long or short range. A good in-
formation program will contain both. Just as a
company planning a new line of goods
must first decide on its
strategy and tactics.

Before an information officer can
write a program, he must define the subject
area, both in terms of the product and in terms
of the market. All these four very general areas
should be defined and verified, then written and
approved.

On the basis of the evaluation of
the facts, the information officer decides upon a
course of action, which may be as follows:
and only then does he put his plan to work.

The first step was not easy, however.
He must re-examine the problem periodically, modify
the short term goals and adjusting the program as
it is necessary. And he should also consider and
evaluate the results of his efforts, adjusting for
future and whenever possible he may have learned

from this experience.*

Cutlip and Center speak of this process as one of fact-finding, planning, and communicating. In the remainder of Area "A", we shall examine these three functions in some detail.

c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 5.

d. Key Points:

1. Necessity of first defining the problem before trying to solve it.
2. Importance of two-way flow of information. "Emphasis on fact-finding and planning largely distinguishes public relations from the straight publicity function."
3. Value of research (not necessarily formal research) in public relations.
4. Defining the publics.
5. Selecting the audience.

Session B-7

a. Topic: ORGANIZING THE INFORMATION PROGRAM - PLANNING.

b. Background: A well planned information program does not subordinate long range goals in favor of expediency. It keeps in mind the ultimate objectives of the organization while taking into account every day problems.

* Adapted in part from "The Anatomy of Public Relations Procedure," Copyright, 1953, by Dr. Howard Stephenson, President, Community Relations, Inc., New York, Used with permission.

from this experience.

Public and Social Policy

process as one of fact-finding, planning, and

communication. In the remainder of this "A" we

shall examine these three functions in some detail.

c. Negative Results: Public and Social, Negative Results

RESULTS, Chapter 7.

d. Key Points:

1. Necessity of first defining the problem before trying

to solve it.

2. Importance of two-way flow of information. Information

on fact-finding and planning largely disappears

public relations from the strategy policy function.

3. Value of research (not necessarily formal research)

in public relations.

4. Relations and public.

5. Selecting the audience.

Section 5-1

ORGANIZING THE INFORMATION PROGRAM -

PLANNING.

B. Background: A well planned information program

does not automatically lead to gains in favor of

objectivity. It begins in mind the efficient object-

ives of the organization while setting into account

every day problem.

* Adapted in part from "The Anatomy of Public Relations
Programs," Copyright, 1955, by Dr. Howard Stevenson,
Grawford, Hays, Inc., New York. Used with
permission.

A few minutes--or even a few days--of planning, writing down objectives, and fitting the program to the need may save days or weeks of fruitless wheel-spinning when the program actually is put into effect.

This is not to say that the information officer must go by a book. There are situations where he has little or no time to plan and no opportunity to break out a magic formula. But no commander would schedule a major operation without planning, and no command should try to solve its public or internal information problems on the spur of the moment. The military commander rises to emergencies because he has first learned the fundamentals of his profession in planned exercises and operations. The information officer who is used to planning his program to achieve a specific result is also more likely to think clearly and make sound judgements quickly than is the PIO who finds it easier to operate by hunch and guesswork.

- c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 6.
- d. Reference: Lesly, PUBLIC RELATIONS HANDBOOK, Chapter 23.
- e. Key Points:
 - 1. Analyze the public relations problems.
 - 2. Establish long and short range goals.
 - 3. Adopt a plan of action.

A few minutes--in some a few days--
 of planning, writing down objectives, and finding
 the proper to the next day even days the needs of
 the program and planning with the program actually
 as per last night.

This is not to say that the information
 from officer must go by a book. There are situations
 where he has little or no time to plan and no
 opportunity to look over a map or terrain. But no
 commander would schedule a major operation without
 planning, and no command should try to solve the
 public or internal information problems of the group
 at the moment. The military commander rises to
 investigation because he has first learned the funda-
 mental of his profession in planned exercises and
 simulation. The information officer who is used
 to planning his program to achieve a specific re-
 sult is also more likely to think clearly and make
 sound judgments quickly than is the PIO who finds
 it easier to operate by lunch and guesswork.

4. Required Readings: Early and Center, EFFECTIVE PUBLIC

RELATIONS, Chapter 6.

5. References: Early, PUBLIC RELATIONS MANUAL,

Chapter 23.

6. Key Points:

1. Analyze the public relations problem.
2. Establish long and short range goals.
3. Adopt a plan of action.

4. Obtain policy guidance and concurrence of the command.
5. Carry out the program as planned.
6. Evaluate results.

Session B-8

- a. Topic: LIMITING THE FUNCTION: RELATIONSHIPS WITHIN THE STAFF.
- b. Background: Public relations is a frequently misunderstood function both in government and in the business world. The public relations director or information officer often is left off the routing slip when he should be consulted, and he often is expected to do things that are not properly within his bailiwick. This is true of any relatively new function, but it becomes less true as the information officer becomes a recognized member of the staff "team."

Gaining acceptance of himself and his function by the staff is essential to the information officer's success in his job. Unfortunately, this cannot be done by formula. No two commanders, not two staffs, no two information officers are exactly alike. The information officer must gain the confidence of his command and demonstrate his ability to do his job efficiently and effectively.

Cutlip and Center offer some sound

Section 2-3

a. Topics:

1. THE PUBLIC RELATIONS OFFICER

b. Background:

Public relations is a function of government and in the business world. The public relations officer of information officer often is left off the staff and often he should be consulted, and he often is expected to do things that are not properly within his belief. This is true of any relationship new function, but it becomes less true as the information officer becomes a recognized member of the staff.

Gaining acceptance of himself and

his function by the staff is essential to the

information officer's success in his job. In-

formation. This cannot be done by formula. No

two commandments, and two beliefs, no two information

officers are exactly alike. The information officer

can gain the confidence of his command and

become a staff officer by his ability to do his job efficiently

and effectively.

Public relations officer must be

advice on clarifying the function and putting its boundaries in writing.

c. Required Reading: Cutlip, INTEGRATING THE FUNCTION,
Chapter 10.

d. Key Points:

1. Information officer's relationship with other members of the staff largely determines how successful he will be in his job.
2. Difference between public relations as a means and the state of good public relationships which is an end.
3. Importance of defining the functions of the information officer to avoid conflict with other staff functions.

Session: B-9

- a. Topic: INTRODUCTION TO PUBLIC OPINION--
THE NATURE OF OPINIONS AND ATTITUDES.
- b. Background: Every information endeavor, whether it is directed to an external "public," to members of the organization sponsoring the campaign, or to a small boy whose mother tells him it is dangerous to play in the street, is designed to affect behavior in some way. A press agent's fiction about a movie starlet is intended to increase her popularity. A clergyman's sermon, which may be entirely factual in content, is designed to make

series on identifying the function and setting the boundaries in writing.

2. Proposed heading, body, identifying the function, Chapter 10.

3. Key points:

1. Information officer's relationship with other members of the staff largely dependent on successful in will be in his job.

2. Difference between public relations as a means and the state of public relationships which is an end.

3. Importance of defining the functions of the information officer to avoid conflict with other staff functions.

Question 2-2

4. Topic:

INTRODUCTION TO PUBLIC RELATIONS

THE NATURE OF CRIMINAL AND ATTITUDE.

2. Background: Every information endeavor, whether it is directed to an external "public," is members of the organization sponsoring the campaign, or to a small boy whose mother tells him he is dangerous to play in the street, is designed to elicit behavior in some way. A press agent's fiction about a movie starlet is intended to increase her popularity, a clergyman's sermon, which may be entirely factual in content, is designed to make

his congregation behave in a certain way. An Armed Forces Talk about the foundations of democracy is designed to increase the serviceman's appreciation of American ideals and to make him a better soldier, sailor, airman or Marine. It motivates him to fight for democracy.

Military public information may be an entirely dispassionate statement of fact. It may contain no element of persuasion. Yet its aim is to increase public understanding and support of the Armed Services. It is designed to produce certain types of behavior on the part of the public, behavior that is considered favorable to the services and in the public interest. There is nothing inappropriate in attempts by units of government, including the Armed Services, to achieve public understanding of their missions and problems or public support for their activities. Without such public understanding and support, no large government unit could function.

c. Required Reading: None.¹⁴

d. Key Points:

1. The four factors in human actions: stimulus, response, personality variables, and situational variables.

¹⁴ See Appendix D.

his congressional behavior in a certain way. An

aimed to show that the foundation of

democracy is designed to increase the service-

man's appreciation of American ideals and to make

him a better soldier, sailor, citizen or citizen.

It motivates him to fight for democracy.

Military Public Information may be

an entirely dispensable instrument of force. It may

contain no element of persuasion. Yet it is in

long-term public understanding and support of the

armed services. It is designed to produce certain

types of behavior on the part of the public, be-

lieve that it is considered favorable to the services

and to the public interest. There is nothing in-

appropriate in attempts by units of government,

including the armed services, to achieve public

understanding of their missions and problems or

public support for their activities. Without such

public understanding and support, no large govern-

ment will ever function.

c. Recruited Soldiers: None.

d. Key Figures:

1. The main factor in human behavior, attitudes, responses,

personality variables, and situational variables.

11
The Appendix D.

2. Attitudes as personality factors affecting individual responses to stimuli. Definition of an attitude.
 3. Characteristics or measurable dimensions of an attitude: direction, degree, intensity, and saliency.
 4. Information is most likely to affect saliency before it affects other characteristics of an attitude.
 5. Attitude measurement.
 6. Informal attitude measurement.
 7. Opinions and attitudes.
- e. Suggestions to Instructors:

Present as a lecture, pointing out that the purpose of sessions B-9 through B-15 is not to produce accomplished opinion analysts but rather to provide a fundamental understanding of opinion processes which can be of value in planning and carrying out an information program.

Session B-10

- a. Topic: WHAT IS "PUBLIC" OPINION?
- b. Background: We have seen that attitudes are internal predispositions to act in certain ways toward certain things and that opinions are expressions of internal predispositions toward specific issues (and that there is no distinct dividing line between the two). But up to now we have been talking about private, personal opinions. What is this thing called "public" opinion?

To answer this question, we must

2. Attitudes are predominantly positive affecting individuals responsible to external. Definition of an attitude.
3. Characteristics of an attitude: direction, degree, intensity, and stability.
4. Information is most likely to affect attitude before it affects other characteristics of an attitude.
5. Attitude measurement.
6. Internal attitude measurement.
7. Opinions and attitudes.
8. Suggestions to investigators.

present as a feature, behind and that the purpose of sections 2-5 through 5-12 is not to provide a comprehensive opinion analysis but rather to provide a fundamental understanding of opinion processes which can be of value in planning and carrying out an information program.

Section 5-10

1. Topic: WHAT IS "PUBLIC" OPINION?
2. Background: We have seen that attitudes are internal predispositions to act in certain ways toward certain objects and that attitudes are expressions of internal predispositions toward specific issues (and that there is no distinct dividing line between the two). But up to now we have been talking about private, personal opinions. What is this thing called "public" opinion?
3. To answer this question, we must

first decide what we mean by "public." Are we talking about the whole world, everybody in the country, the whole town, or some more limited group? One accepted definition is that a public is a group of people--not necessarily all in one place, known to each other, or organized in any way--who are all affected by one issue. This viewpoint sees the concept of "public" dependent entirely on the definition of the issue. The more narrowly the issue is defined, the smaller and more special becomes the public.

- c. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
art. 2102 and 2103.
- d. Reference: Berelson, READER IN PUBLIC OPINION
AND COMMUNICATION, pages 43-49.
Katz, PUBLIC OPINION AND PROPAGANDA,
pages 62-66.
- e. Key Points:
 - 1. Definition of a public.
 - 2. Discussion of the Navy's publics.
 - 3. Mass and crowd behavior.
 - 4. Public opinion is a concensus, not a unanimous feeling. It is shaped not only by the number of opinions on each side of the question but also by the degree and intensity of individual opinions. The articulate minority may have more influence on public opinion than the majority.
 - 5. Three phases in the process of opinion formation:

first factor was the "public" and we shall
say about the whole world, everybody in the country,
the whole town, or some more limited group. The
accepted definition is that a public is a group
of people-not necessarily all in one place, bound
to each other, or organized in any way-but all
affected by one issue. This viewpoint sees
the concept of "public" dependent entirely on the
definition of the issue. The more narrowly the
issue is defined, the smaller and more special the
comes the public.

C. Required Reading: Text World History Manual,

pp. 120-130.

D. Assignment: Definition, Nature of Public Opinion

and Communication, pages 23-29.

Case, Public Opinion and Democracy,

pages 25-26

E. Key Points:

1. Definition of a public.
2. Discussion of the study's findings.
3. How and where defined.
4. Public opinion is a consensus, not a consensus.
5. It is shaped not only by the nature of
the issue on which the question has been
the degree and intensity of individual opinions.
The relative intensity may have more influence on
public opinion than the majority.
6. Three phases in the process of opinion formation.

rise of the issue, discussion, and arrival at consensus.

Session B-11

- a. Topic: COMMUNICATION AND THE FORMATION AND CHANGING OF OPINIONS.
- b. Required Reading: None.
- c. Reference: Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 61-69.
Katz, PUBLIC OPINION AND PROPAGANDA, pages 382-393.
- d. Key Points:
 - 1. People do not judge issues on basis of fact but rather on individual interpretation of facts.
 - 2. Our vision is obscured by what Lippman calls "pictures in our heads."
 - 3. In order to affect opinion, a persuasive message must actually reach the sense organs. The individual must be more than exposed to it. He must perceive it.
 - 4. For mass persuasion methods to induce a person to behave in a particular way, that person must be made to see the action as a path to some personal goal.
 - 5. To induce the action, the message must reach the individual at a time and place where he not only will be motivated but also will have the opportunity to react in the manner desired.

ya devidee hai, minirubh, 1988? adit to hai?

DISCUSSION

1. Topic: COMMUNICATION AND THE FUTURE

D. Revised Drafting: 6/1/00

9 - 01/01/2010

Author's address: Department of Mathematics, University of California, San Diego, La Jolla, CA 92037, USA. E-mail: amath@ucsd.edu

$$2\text{Na}_2\text{SiO}_3 + \text{SiO}_2 \rightarrow 3\text{Na}_2\text{SiO}_4$$

• 2000

1. People do not judge leaders on basis of their past

together on individual interviews by the

5. Our vision is shared by our customers.

continued in our beds.

3. In order to achieve optimum, a systematic approach

...not only reach the same organs. The individuals

must be sure that exposure is to the most sensitive

For each generation, the number of individuals in the population was 1000. The population was divided into 10 groups of 100 individuals each. The groups were randomly assigned to one of two environments: a high environment (HE) and a low environment (LE). The HE was defined as the environment with the highest mean fitness, and the LE was defined as the environment with the lowest mean fitness. The fitness of each individual was calculated as the number of offspring it produced. The fitness of the population was calculated as the mean fitness of all individuals. The fitness of the population was calculated as the mean fitness of all individuals.

There is a particular way that I believe we should be

Figure 1. Schematic diagram of the experimental setup.

The following table shows the results of the regression analysis.

all kinds of a time and place there is no limit

will be collected but also will have the opportunity

09 years in the market (years)

e. Suggestions to Instructors:

Emphasize the concept of stereotypes, "pictures in our heads," which is central to the whole area of public opinion. Illustrate key points with examples.

Session B-12

- a. Topic: REASONS FOR FAILURE OF INFORMATION CAMPAIGNS.
- b. Required Reading: None.
- d. Reference: "Report on an Educational Campaign: The Cincinnati Plan for the United Nations," AMERICAN JOURNAL OF SOCIOLOGY, January 1950.
Katz, PUBLIC OPINION AND PROPAGANDA, pages 552-531.
- e. Key Points:
1. Information output is not equivalent to information actually absorbed by the public.
 2. Absorption of information is uneven. Information is more likely to be absorbed by people who are interested in a subject than by people who are apathetic.
 3. It is more likely to be absorbed by people who are already favorably disposed.
 4. This process of "self-selection," whereby people who least need to be convinced are most likely to listen to the message, makes the information

3. Hypotheses to investigate:

1. Hypothesis: The concept of stereotypes

2. Hypothesis: The concept of stereotypes

3. Hypothesis: The concept of stereotypes

4. Hypothesis: The concept of stereotypes

Section 1-1

1. Topic:

2. Hypothesis: The concept of stereotypes

3. Hypothesis: The concept of stereotypes

4. Hypothesis: The concept of stereotypes

5. Hypothesis: The concept of stereotypes

6. Hypothesis: The concept of stereotypes

7. Hypothesis: The concept of stereotypes

8. Hypothesis: The concept of stereotypes

9. Hypothesis: The concept of stereotypes

10. Hypothesis: The concept of stereotypes

11. Hypothesis: The concept of stereotypes

12. Hypothesis: The concept of stereotypes

1. Information source is not expected to be relevant

2. Information source is not expected to be relevant

3. Information source is not expected to be relevant

4. Information source is not expected to be relevant

5. Information source is not expected to be relevant

6. Information source is not expected to be relevant

7. Information source is not expected to be relevant

8. Information source is not expected to be relevant

9. Information source is not expected to be relevant

10. Information source is not expected to be relevant

11. Information source is not expected to be relevant

officer's job more difficult and makes publicity output a poor index of success.

5. Information alone does not always change opinions. It is usually necessary to make the "common man" see some likelihood of personal gain or gratification of some desire in order to induce him to think or act in a given way.

Session B-13

- a. Topic: FACTORS IN PERCEPTION AND BELIEF.
- b. Background: In the previous session, we saw how information campaigns can fail to increase public knowledge on issues publicized or to affect public attitudes toward the subject. In this session, we shall examine some factors that directly affect perception of the message and bear on whether or not the message, once received, is likely to be believed.
- c. Required Reading: None.
- d. Reference: Katz, PUBLIC OPINION AND PROPAGANDA, pages 313-319, and 337-347.
"Resistance to Counterpropaganda
Produced by One-Sided and Two-Sided Presentations," PUBLIC OPINION QUARTERLY, Fall 1953.
- e. Key Points:
 1. People with strong feelings on a particular subject often fail to perceive a message which conflicts

attorney's fee and disbursements and costs of litigation.

Under a new plan of payment.

2. Information about the new plan of payment.

It is usually necessary to make the "costs" plan.

and some limitation of payment plan to the plan.

that it may be in order to make the plan.

which is set in a given way.

Section 2-11

1. Scope.

2. Definitions.

3. Payment of the plan.

4. The plan of payment.

has information about the plan to the plan.

public knowledge or to the plan of payment.

without public knowledge or to the plan.

the plan, we shall make the plan of payment.

directly without knowledge of the plan and the plan.

as whether or not the plan, or the plan, is.

likely to be the plan.

3. Payment of the plan.

4. Definitions.

5. The plan of payment.

6. The plan of payment.

7. The plan of payment.

8. The plan of payment.

9. The plan of payment.

10. The plan of payment.

11. The plan of payment.

12. The plan of payment.

13. The plan of payment.

with their own attitudes, or will distort the message so that it does not conflict.

2. People are more likely to believe a message from a credible source than from one they consider untrustworthy--regardless of the content of the message.
3. In presenting a persuasive argument, it is wiser to present both sides of the argument, refuting opposing points during the discussion. This procedure tends to "inoculate" the audience against effects of later opposing arguments.

f. Suggestions to Instructors:

Present as lecture, describing experiments discussed in reference material. Relate to Navy information problems through the use of examples.

Session B-14

- a. Topic: MEASUREMENT OF PUBLIC OPINION.
- b. Background: The research reports discussed in earlier sessions show how complex and opinion measuring problem can be, and how many controls are necessary to insure that results ascribed to stimuli introduced by the experimenter were not actually caused by other factors. This session consists of a lecture on opinion measurement, briefly discussing problems of sampling, question bias, coding, analysis, and other matters of research design.

with their own witnesses, so will discuss the
message as well as the not receiving.

2. People are more likely to believe a message from
a reliable source than from one that comes from an
unreliable source. The content of the
message.

3. In presenting a persuasive argument, it is wise
to present both sides of the argument, including
opposing points during the discussion. This pro-
cedure tends to "improve" the audience's
attitude of later opposing arguments.

1. Questions in Induction

Present as lecture, presenting experiments
discussed in previous material. Refer to key
information problem through the use of examples.

Section 2-1

REPRESENTATION OF THE CHINESE

a. Type:

The research reports discussed in

b. Induction:

earlier sections show how complex and varied

research problems can be, and how many methods

are necessary to obtain the results described in

studies conducted by the experimenter who are

usually caused by other factors. This section

contains of a lecture on opinion measurement,

including discussing problems of sampling, question

form, coding, analysis, and other matters of

research design.

- c. Required Reading: None.
- d. Reference: Berelson, READER IN PUBLIC OPINION
AND COMMUNICATION, pages 499-510.
- e. Key Points:
1. Defining the purpose of the survey.
 2. Selecting the population to be covered by the survey.
 3. Problems of selecting an unbiased sample.
 4. Use of "open" and "closed" questions.
 5. Necessity of avoiding emotionally "loaded" questions or wording which suggests certain answers.
 6. Training of interviewers.
 7. Coding questionnaire answers for ease of tabulation.
 8. Interpreting survey results: dangers of too broad generalization from limited data.

Session B-15

- a. Topic: PUBLIC OPINION AND DEMOCRACY.
- b. Background: No preoccupation with the processes of opinion formation and change should be permitted to overshadow our understanding of the place of public opinion in our Democracy. Our government is founded on the principle of popular sovereignty. Everything it does depends, in the long run, on the will of the people.
- c. Required Reading: None.
- d. Reference: Katz, PUBLIC OPINION AND PROPAGANDA, pages 33-48, 226-233, and 508-522.

4. Detailed findings: None.
5. References: Bureau, Bureau of Public Opinion and Statistics, pages 100-101.
6. Key findings:
 1. Defining the purpose of the survey.
 2. Selecting the population to be covered by the survey.
 3. Problems of selecting an unbiased sample.
 4. Use of "open" and "closed" questions.
 5. Necessity of avoiding "leading" questions.
 6. Questions on which which suggest certain answers.
 7. Training of interviewers.
 8. Coding questionnaire answers for ease of tabulation.
 9. Interpreting survey results: danger of too broad generalization from limited data.

Section 2-11

1. Topic: PUBLIC OPINION AND DEMOCRACY.
2. Subtopic: Its relationship with the processes of opinion formation and change should be permitted to politicians and organizations of the place of public opinion in our democracy. Our government is founded on the principle of popular sovereignty. Everything it does depends, in the long run, on the will of the people.
3. Detailed findings: None.
4. References: Data, PUBLIC OPINION AND DEMOCRACY, pages 22-23, 24-25, and 26-27.

Berelson, READER IN PUBLIC
OPINION AND COMMUNICATION, pages
465-468.

e. Key Points:

1. Summary of the degree of public interest in and attitudes toward major issues.
2. Opinion research as a link between the people and "big government." The use of polls to ascertain public opinion on important issues.
3. The moral issues raised by knowledge of mass persuasion techniques: the choice between "being a less than fully effective technician and a scrupulous human being or an effective technician and a less than scrupulous human being."
4. Mis-use of mass persuasion: Goebbels' propaganda techniques.

Sessions B-16 and B-17

- a. Topic: COMMUNICATING WITH THE PUBLIC:
FACTORS IN COMMUNICATION.
- b. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC
RELATIONS, Chapter 7.
- c. Reference: Lee, LANGUAGE HABITS IN HUMAN
AFFAIRS.
Chase, TYRANNY OF WORDS.

d. Key Points:¹⁵

1. Barriers to communication: censorship, lack of

1. The Problem

1.1. Summary of the history of public opinion in the

1.2. Historical trends and issues.

2. Opinion research as a link between the public and

2.1. "The Government." The use of public opinion research

2.2. Public opinion as a research tool.

3. The social issues raised by research of public

3.1. Research techniques: the social sciences

3.2. The use of public opinion research in the

3.3. The use of public opinion research in the

3.4. The use of public opinion research in the

3.5. The use of public opinion research in the

3.6. The use of public opinion research in the

2. The Problem

2.1. The Problem

2.2. The Problem

2.3. The Problem

2.4. The Problem

2.5. The Problem

2.6. The Problem

2.7. The Problem

2.8. The Problem

2.9. The Problem

time to communicate fully, distortion arising from compressing and abridging, vocabulary difficulties, and fear of facing facts.

2. Communication is most effective when based on common experience.
3. Need for improvement of communication: misunderstandings are often caused by different interpretations being given the same word.
4. Words, like billboards, are signs. They signify certain "things" to people who have learned to interpret them as signs of these "things."
5. The circumstances under which a sign signifies a certain "thing" comprises the context of the sign.
6. There is no guarantee that a sign will signify the same "thing" to the same person in different contexts or that it will have the same meaning for different interpreters in the same context.
7. Words are like road maps. They represent something. They are not the thing itself any more than a line on a map is the road.
8. Words are based on observations or perceptions which necessarily are incomplete. Every observation is an abstraction (simplification). It records salient features of the "thing" and ignores features which are not important in the particular context.
9. Inference based on verbal description is reliable only when it takes into account the "non-allness"

line to communicate fully, attention should
 from conveying and interpreting meanings
 difficulties, and then of being heard.

2. Communication is most effective when based on
 common experience.

3. Good for improvement of communication: understand-
 standing the other person by different interests
 from being given the same word.

4. Words, like pictures, are signs. They signify
 certain "things" by people who have learned to
 interpret them as signs of these "things".

5. The environment makes a sign signify a
 certain "thing" according to the context of the sign.

6. There is no guarantee that a sign will signify the
 same "thing" to the same person in different con-
 texts or that it will have the same meaning for
 different interpreters in the same context.

7. Words are like road maps. They represent something.
 They are not the thing itself but have that a line
 on a map is the road.

8. Words are based on observations of everyday things
 which naturally are interpretable. Every speaker
 uses an arbitrary (arbitrariness). It
 becomes evident through the "thing" and
 learned features which are not important in the
 linguistic context.

9. Language based on verbal description is reliable
 only when it takes into account the "two-sides"

of the description. In drawing conclusions, it must be remembered that "facts" are only partial and that every description contains an implied "etc."

10. The changing nature of most "facts" and the difference between characteristics of the group and of individual members can be emphasized by the mental habit of indexing.
11. Because the reader or listener does not evaluate critically, the communicator must do this for him. A writer or speaker who is conscious of these pitfalls of language can help his audience avoid them.

Session B-18

- a. Topic: - WRITING FOR READERS: GETTING
THOUGHTS ONTO PAPER.
- b. Background: In THE TYRANNY OF WORDS, Stuart Chase tells of an immigrant plumber who wrote to a government bureau asking advice about using hydrochloric acid to open stopped up pipes. The Bureau, in unintelligible gobbledygook, advised against using the acid. The grateful plumber wrote back, full of thanks, assuring the Bureau that he would follow its advice and use the acid. Somewhat concerned, the Bureau wrote another letter of caution, again in technical jargon the immigrant could not hope to understand.

Again, the plumber answered, still glad the Bureau agreed. Finally, someone in the Bureau took the bull by the horns and wrote: "Stop using hydrochloric acid. It eats hell out of the pipes."

A good deal of Navy writing also obscures its meaning in awkward, stilted phraseology. The civilian, especially the newspaper editor, who gets a letter or news release from the Navy that is full of unexplained shop-talk or stuffy official verbiage will not waste time trying to understand it. He simply gives it the deep-six.

In dealing with the public, the burden is on the communicator. It is his job to make himself clear. If he fails to do so, it is his fault, not the reader's.

Previous assignments contained some theoretical considerations about language and the behavior of words or "signs." The next five assignments examine some practical suggestions from the editor of an engineering magazine whose job for a number of years has required him to translate technical talk into every day English.

We could spend five days or five weeks studying Shidle's CLEAR WRITING FOR EASY READING. But since time is limited, we will go through it rapidly. Our practice in clear writing

again, the picture answers, still kind the
 answer again. Finally, answer in the future
 look the bill of the house and vote. They
 using hydrochloric acid. It was left out of the
 glass.

A good deal of heavy editing and
 character its meaning in answer, edited human-
 logy. The editor, especially the newspaper
 editor, who gets a letter or some release from
 the day that is full of newspaper shop-talk
 on nearly editorial verbiage will not waste time
 trying to understand it. He always gives it the
 tag-along.

In dealing with the public, the
 burden is on the communication. It is his job to
 make himself clear. It is better to say, it is
 his fault, not the reader's.

Previous assignments consisted some
 theoretical considerations about language and the
 behavior of words as "signs". The last five assign-
 ments examine some practical suggestions from his
 author of an engaging negative about job for a
 number of years has reported him to the
 technical side that every day looking.
 would spend five days or five
 weeks studying and the clear living for day
 living. The same time is limited, we will go
 through is rapidly. Our practice is clear-wiring

does not end with these five sessions, however.

Shidle's theories about plain talk should be borne in mind when we come to press copy, radio, and public speaking later in the course.

c. Required Reading: Shidle, CLEAR WRITING FOR EASY READING, Chapters I - IV.

d. Key Points:

1. Sloppy writing often is a sign of sloppy thinking. The best way to avoid sloppy writing is to get thoughts in order before beginning to write.
2. The "peg" is a useful device for getting thoughts in order. It is a single sentence in which is expressed the central idea of the piece to be written.
3. Practice in writing "pegs" on which to hang a story or a letter will lead to clearer writing.

Session B-19

a. Topic: WRITING FOR READERS: BUILDING THE "LEAD" ON THE "PEG"

b. Required Reading: Shidle, CLEAR WRITING FOR EASY READING, Chapters V & VI.

c. Key Points:

1. The next step after finding a "peg" sentence is to build a "lead" paragraph.
2. The lead paragraph states the central idea more completely than the "peg."
3. The lead is the actual beginning of the finished

article. It tells the reader what the piece is about without making him wade through several hundred words of useless introduction.

Session B-20

- a. Topic: WRITING FOR READERS: SUSTAINING THE FLOW.
- b. Required Reading: Shidle, CLEAR WRITING FOR EASY READING, Chapters VII and VIII.
- c. Key Points:
 - 1. Lively sentences keep the reader moving through the article.
 - 2. To keep the piece flowing smoothly, sentence structure should vary. Sentences should not be too long.
 - 3. To improve writing style, listen for "sentences that march" and try to write more of them.

Session B-21

- a. Topic: WRITING FOR READERS: CHOOSING THE WORDS.
- b. Required Reading: Shidle, CLEAR WRITING FOR EASY READING, Chapters IX through XII.
- c. Key Points:
 - 1. "Dead" words have no color. They convey no feeling. Effective writing contains "words that live."

...the ... of the ...

2. To know the place (locality), contents

1. To improve existing design, listed for 'improvement'.

1. "Good" words have an echo. They convey an feeling.
Effective writing contains "words that live."

Session B-22

- a. Topic: WRITING FOR READERS: SUMMARY OF
THE TOPIC.
- b. Required Reading: Shidle, CLEAR WRITING FOR EASY
READING, Chapters XIII through XV.
- c. Suggestions to Instructor:

Shidle's book is deceptively easy reading. He has applied his own system in writing it. It is easier to read a book on clear writing than to write clearly. Refer to Shidle periodically throughout the course, especially in the sections devoted to press and radio copy and public speaking. Urge students to keep in mind his suggestions about the "peg", the "lead," "sentences that march," and "words that live."

Section 2-2

THE COURT

D. Section 2-2

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AREA C - THE NAVY'S INFORMATION PROGRAM

(37 hours)

Session C-1 and C-2

- a. Topic: MISSION AND RESPONSIBILITIES
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Chapters 1 and 2.
- c. Reference: General Order 19.
- d. Key Points:
 - 1. The public information mission of the Navy is to keep the public informed of the necessity for the Navy as an instrument of national security, and of the activities of the Navy within the limits of security requirements.
 - 2. All commands are responsible for carrying out this mission.
 - 3. Secretary of the Navy is directly responsible for relationships between the Navy and the Public.
 - 4. Chief of Naval Operations is responsible for implementation of Secretary's policies throughout the Naval Establishment.
 - 5. Mission of the Chief of Information is to collect appropriate information within the Naval Establishment for dissemination to the public and to keep Naval personnel informed regarding Naval policies.

PLAN B - THE NAVY'S INFORMATION PROGRAM

(ST 10-10)

Section 1-1 and 1-2

- a. Topic: GENERAL AND RESPONSIBILITIES
- b. Detailed Description: NEW PUBLIC RELATIONS MANUAL, Paragraphs 1 and 2.
- c. References: General Order 10.
- d. Key Points:
1. The public information mission of the Navy is to keep the public informed of the necessity for the Navy as an instrument of national security and of the activities of the Navy within the limits of security restrictions.
2. All commands are responsible for carrying out this mission.
3. Secretary of the Navy is already responsible for relationships between the Navy and the public.
4. Chief of Naval Operations is responsible for implementation of Secretary's policies throughout the Naval Establishment.
5. Mission of the Chief of Information is to collect appropriate information within the Navy Department for dissemination to the public and to keep Navy personnel informed regarding Navy policies.

6. Office of Public Information, Department of Defense, is the sole releasing agency at the seat of government.
7. Commandant, U.S. Marine Corps, is the direct representative of the Secretary of the Navy regarding Marine Corps public information.
8. Bureaus and Offices are responsible for implementing public information policies in shore activities under their control.
9. Commanders in Chief of Fleets and the Chief of Naval Air Training are directly responsible for public information matters within their commands.
10. Naval District Commandants are responsible for public information matters in the areas under their commands.
11. Public Information Officers have definite duties and responsibilities as defined in the Navy Public Relations Manual.

Session C-3, C-4 and C-5

- a. Topic: ORGANIZATION OF NAVY INFORMATION.
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Chapters 3 and 4.
- c. Key Points:
 1. Organization of the Office of Public Information, Department of Defense.
 2. Organization of the Office of Information, Navy Department.

6. Office of Public Information, Department of Defense,
is the sole releasing agency in the name of Government.

7. Government, U.S. Marine Corps, in the direct response
negative of the Secretary of the Navy regarding
Public Corps public information.

8. Bureau and Office are responsible for releasing
ing public information policies in those activities
under their control.

9. Memorandum in Chief of Police and the Chief of
Navy Air Training are directly responsible for
public information matters within their respective

10. Naval District Commanders are responsible for
public information matters in the areas under
their command.

11. Public Information Officers have defined duties
and responsibilities as defined in the Navy Public
Information Manual.

12. Section 2-2.1-1 and 2-2.1-2

13. Section 2-2.1-1 and 2-2.1-2

14. Section 2-2.1-1 and 2-2.1-2

15. Section 2-2.1-1 and 2-2.1-2

16. Section 2-2.1-1 and 2-2.1-2

3. Organization of a ship or station public information office.
4. Definition and interpretation of public information activities.
5. Assignment, fitness, designation, and training of information officers.
6. The Journalist program.
7. Accounting and expenditure of funds.

Sessions C-6 through C-10

- a. Topic: MANAGEMENT AND ADMINISTRATION OF THE PUBLIC INFORMATION OFFICE.
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Appendix A, Chapter 2.
- c. Reference: MANUAL OF NAVAL PHOTOGRAPHY, Chapters 1-4. (classified)
- d. Key Points:
 1. Qualifications of the information officer.
 2. Physical requirements for the information officer.
 3. Relationship between the information officer and the commanding officer.
 4. Relations with other members of the staff.
 5. Staff and equipment required.
 6. Administration of the photographic laboratory.
- e. Suggestions to Instructor:

Devote one to two hours to lecture and discussion. Arrange field trips to the Public Information Offices of Headquarters, Ninth Naval District, and Naval Training Center, Great Lakes, where the

1. Organization of a staff of public information officers.
2. Training and indoctrination of public information officers.
3. Assignment of officers, assignment and training of public information officers.
4. The functioning program.
5. Accounting and expenditure of funds.

Section 2-4 (Continued)

- a. Public information officers.
- b. Public information officers.
- c. Public information officers.
- d. Public information officers.
- e. Public information officers.
- f. Public information officers.
- g. Public information officers.
- h. Public information officers.
- i. Public information officers.
- j. Public information officers.
- k. Public information officers.
- l. Public information officers.
- m. Public information officers.
- n. Public information officers.
- o. Public information officers.
- p. Public information officers.
- q. Public information officers.
- r. Public information officers.
- s. Public information officers.
- t. Public information officers.
- u. Public information officers.
- v. Public information officers.
- w. Public information officers.
- x. Public information officers.
- y. Public information officers.
- z. Public information officers.

District and Center Public Information Officers
can discuss their functions.

Session C-11

- a. Topic: INTERNAL RELATIONS: CIVILIAN
EMPLOYEES.
- b. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC
RELATIONS, pages 187-198.
- c. Reference: Harlow & Black, PRACTICAL PUBLIC
RELATIONS, Chapter IX.
Lesly, PUBLIC RELATIONS HANDBOOK,
Chapter 5.
- d. Key Points:
 - 1. Approximately one-third of Armed Forces manpower
is made up of civilians. The Armed Forces employ
about half of the civilians working for the entire
federal government.
 - 2. Civilians do essential jobs for which uniformed
personnel normally are not available. About half
of the Navy's employees are veterans.
 - 3. Civilian employees must be made to feel that they
are part of the team. Bad feeling among naval
and civilian personnel hurts both and is bad for
the Navy.
 - 4. The civilian employee suggestion program increases
efficiency and builds morale.
 - 5. Internal communications - bulletin boards, station
newspapers, etc. - should not overlook civilian

111

Director and Senior Public Information Officer
and Director, Public Information

Section 2-11

INTERNAL SECURITY DIVISION

a. Today

Summary

b. Summary of findings: Staff and Senior, Internal Security

Summary, pages 107-108.

c. Summary: Summary of findings, Internal Security

Summary, pages 107-108.

Summary, Internal Security, Summary

Summary

d. Summary

1. Summary of findings: Summary of findings, Internal Security

is made up of summary. The summary is made up of summary.

Summary of findings: Summary of findings, Internal Security

Summary of findings.

2. Summary of findings: Summary of findings, Internal Security

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Summary of findings: Summary of findings, Internal Security

3. Summary of findings: Summary of findings, Internal Security

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Summary of findings.

4. Summary of findings: Summary of findings, Internal Security

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5. Summary of findings: Summary of findings, Internal Security

Summary of findings: Summary of findings, Internal Security

employees. Civilians can also be news sources for stories which will reflect creditably on the command and the Navy.

Sessions C-12 and C-13

- a. Topic: INTERNAL RELATIONS: ARMED FORCES INFORMATION AND EDUCATION.
- b. Required Reading: Stephenson & Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 13.
- c. Reference: INFORMATION AND EDUCATION MANUAL, (NavPers 16,963).
Lesly, PUBLIC RELATIONS HANDBOOK, Chapter 6 and 35.
Harlow & Black, PRACTICAL PUBLIC RELATIONS, Chapter XXVII.
Bently, EDITING THE COMPANY PUBLICATION, Chapters 1, 3-13, 17-20, 23 and 27.
- d. Key Points:
 - 1. The purpose of an internal publication.
 - 2. Keeping the publication geared to the audience.
 - 3. Use of internal publications to explain command policy, outline Navy directives and policies of interest to readers, and show the Navy's role in national affairs.
 - 4. Navy internal publication: ALL HANDS and NAVAL AVIATION NEWS.

development. Citizens may also be asked to provide
the services which will be required immediately in
the event of an emergency.

Section 2-12 and 2-13

- a. Policy:
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
- b. Enforcement:
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
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regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
- c. Key Points:
1. The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
2. The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
3. The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
4. The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.
5. The purpose of this section is to provide for the
establishment of a system of public utility
regulation and control, which shall be subject to
the provisions of the Public Utility Act of 1935.

5. Use of the Armed Forces Press Service clip sheet and mats.
6. Armed Forces Radio Service in areas outside the United States.

Sessions C-16, C-17 and C-18

- a. Topic: COMMUNITY RELATIONS.
- b. Background: The state of national public opinion on any issue is the sum of local opinions. If the issue has local as well as national flavor, local opinions are more likely to be affected by local aspects than by any but the most transcendental of non-local factors. Barring questions of high policy and sensational announcements with high emotional content--both of which tend to affect public opinions on specific, and usually temporary, issues--national public opinion toward the Navy, that is the degree of respect in which the Navy is generally held by the American people, will depend to a large extent on how people in large and small communities all over the country feel toward local naval installations.

Is it a good employer? Are its people well behaved? Does its management care about the community? Does it contribute to community life or just take from it? Does it serve a useful purpose? Is it wasting the taxpayer's money? These are some of the questions

2. One of the above three items is to be used for the purpose of the above mentioned project.

17-0 1-25 72-2 35-1

... ..

[illegible]

asked and answered about every Navy installation from Puget Sound to Key West.

Unfortunately, these questions are not always asked aloud. More often they are asked silently, even unconsciously, as people of the community form their opinions of the Navy.

The answers are based on day-to-day impressions of the installation as a neighbor. A chance remark by a civilian employee--the appearance of buildings, fences, and gates--the attitude of sentries or base police--a speeding or double-parked Navy car--a Navy wife active in PTA--uniformed men and women acting offensively in public--a proudly worn uniform--a salute, smartly rendered and smartly returned--the annual contribution to the Community Chest--these are the sources of contact between the Navy and the community. To the community, they tell whether or not the Navy is a good neighbor, a local asset. For the Navy, they largely determine the reception that awaits liberty parties, the welcome accorded Navy families seeking housing in the community, what kind of white and blue collar workers will apply for Navy jobs and how parents and educators will look upon Navy recruiting efforts, how the local police will handle minor infractions by men in uniform, and a score of other purely local matters, as well as the extent to which the Navy

can count on public support in national affairs.

Not all of these matters fall under the direct purview of the information officer, of course. But all impinge on his domain to some extent. The information officer and his commander, who build within the command an awareness of the fact that casual as well as official contacts with the community do affect the welfare of the Navy, and of Navy people, have made a significant step in the direction of good public relations.

It is impossible to divorce questions of community relations from internal relations. The man who occupies an important civilian post during working hours leaves the base and becomes a member of the community public at 1630. Both public and internal relations suffer if the Navy treats him with less consideration in either capacity than in the other. The Navy's greatest community asset will always be the good will of Navy men and women and their families, and of civilian employees, who live in the community. Their grievances become public knowledge and their loyalty to the service and the command likewise do not go unnoticed.

- c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 12.
Stephenson and Pratzner, PUBLICITY

even count on public support in business affairs.

Now all of these matters will

remain the direct business of the Government

without, of course, but all begin on his

claim to some extent. The information officer

and his associates, and built within the company

an awareness of the fact that they are well in

official contact with the company in effect

the various of the Navy, and of Navy people, have

made a significant step in the direction of good

public relations.

It is impossible to divorce ques-

tions of membership relations from internal rela-

tions. The two are completely an inseparable thing

most being working means leaves the door and

opened a window of the community which at 1935.

both public and internal relations better at the

very close with the community in other

ways than in the past. The Navy's presence

community must will always be the good will of

they can not remain in their isolation, and of

divided employees, and live in the community.

their presence means public relations and

their loyalty to the service and the country.

It is not an accident.

C. National Relations - Navy and Marine, 1935-1936.

Public Relations, Chapter 10.

FOR PRESTIGE AND PROFIT,

Chapters 16 and 17.

THE SERVICE MAN GOES TO TOWN,

AFT 422.

Lundborg, PUBLIC RELATIONS IN THE

LOCAL COMMUNITY.

d. Key Points:

1. The importance of community relations.
2. Lundborg's three types of policies: negative, passive and positive.
3. How to study the community.
4. Analysis of special interest groups: youth, industrial, labor, educational, women's, religious, veterans, racial, fraternal, and civic.
5. Navy-interest groups - The Navy League, Navy Clubs, etc.
6. Cooperation with civic organizations.

Sessions C-19 and C-20

- a. Topic: INVITING THE COMMUNITY ABOARD:
CRUISES AND OPEN HOUSE.
- b. Background: Just as a picture is more expressive than a description, nothing can take the place of experience. It was this fact that lead the late James Forrestal, when he was Secretary of the Navy, to inaugurate a program of inviting civilian "opinion leaders" to witness fleet operations from aboard major ships. Since that time,

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1. The importance of community development.
2. Community's role in the development process.
3. The role of the community in the development process.
4. The role of the community in the development process.
5. The role of the community in the development process.
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10. The role of the community in the development process.

Section 2-10 and 2-11

- a. Topics:
 1. The role of the community in the development process.
 2. The role of the community in the development process.
 3. The role of the community in the development process.
 4. The role of the community in the development process.
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 8. The role of the community in the development process.
 9. The role of the community in the development process.
 10. The role of the community in the development process.
- b. Background:
 1. The role of the community in the development process.
 2. The role of the community in the development process.
 3. The role of the community in the development process.
 4. The role of the community in the development process.
 5. The role of the community in the development process.
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 9. The role of the community in the development process.
 10. The role of the community in the development process.

literally thousands of civilians from all states, from large cities and small towns, and from a great variety of walks of life, have made short cruises on carriers, cruisers, destroyers, battleships, amphibious ships, auxiliaries, and even submarines.

These civilian observers pay for their own meals and incidental expenses aboard ship and furnish their own transportation to and from their homes (unless scheduled government air transportation can be provided at no additional cost to the government). Guests are invited to take part only in regularly scheduled operations. Special cruises are not arranged. The program has proven itself to be an effective and inexpensive way to show the taxpayer what the Navy is and what it can do. Although guests are under no obligation to the Navy, most of them describe their experiences before local civic groups on their return and many shoot and show yards of motion picture film.

- c. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Chapter 12.
- d. References: Lundborg, PUBLIC RELATIONS IN THE
LOCAL COMMUNITY, pages 95-108.
CNATRA INST 5720.2B.
CNARESTRA INST 5720.4B.

literally thousands of millions from all states,
 from large cities and small towns, and from a
 great variety of kinds of life, have been secured
 trained on courses, scientific, geographical, political,
 artistic, engineering, mechanical, and every
 other.

These civilian channels pay for
 their own needs and individual expenses about fifty
 and towards their own production to the State
 their money (unless national government) all income-
 taxation can be provided at an additional cost to
 the government. Unions are invited to their part
 only is regularly scheduled operations. Special
 courses are not arranged. The law is not proven
 itself to be an effective and independent way to
 show the teacher what the way is and what it
 can do. Although parents are under no obligation
 to pay fees, most of them describe their experience
 before local civic groups on their return and
 many show and show groups of action groups like.

- c. Negative Results: HAVE BEEN NO SIGNIFICANT RESULTS,
 Chapter 12.
- d. References: LAMBERT, FRANK. RESULTS IN THE
 LOCAL COMMUNITY. Pages 95-100.
 CHAMBERLAIN, JOHN. 1920-21.
 LAMBERT, FRANK. 1920-21.

e. Key Points:

1. Advantages of first hand experience.
2. Guest cruises.
 - (a) Objectives of the program.
 - (b) Criteria for selection of guests.
 - (c) Procedures for arranging cruises.
3. Naval Air Training Command cruise program.
4. Joint Civilian Orientation Course.
5. Open House and Visits.
 - (a) Restrictions on visiting.
 - (b) Planning for open house.
 - (c) Conducted tours.

Sessions C-21, C-22 and C-23

- a. Topic: CIVIL RELATIONS AND SPECIAL EVENTS.
- b. Background: Civil relations is a term used in Navy information to designate programs for direct contact with the public which do not involve the public information media. The Civil Relations Division of the Office of Information coordinates relationships with civilian organizations, administers the guest cruise programs, supervises the preparation and display of education exhibits, including exhibitions of combat art, maintains liaison with appropriate divisions of the Office of the Chief of Naval Operations in connection with naval air participation in civic events, and answers queries on Navy matters from the general

Key Points:

- 1. Advantages of first hand experience.
- 2. Guest cruises.

- (a) Objective of the program.
- (b) Criteria for selection of guests.
- (c) Procedures for arranging cruises.
- 3. Naval Air Training Command cruise program.
- 4. Joint civilian organization formed.
- 5. Open houses and visits.
 - (a) Restrictions on visiting.
 - (b) Planning for open houses.
 - (c) Conducted tours.

Questions C-21, C-22 and C-23

- a. Topic: CIVIL RELATIONS AND SPECIAL EVENTS
- b. Background: Civil relations is a term used in

any information to designate programs for direct contact with the public which do not involve the public information media. The Civil Relations Division of the Office of Information Coordination maintains relationships with civilian organizations, maintains the guest cruise program, supervises the preparation and display of education exhibits, including exhibitions of combat and weapons and new with appropriate divisions of the Office of the Chief of Naval Operations in connection with naval air participation in civic events, and answers queries on Navy matters from the general

public.

For the information officer in the field, most of these activities will fall in- to the classification of special events.

- c. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapter 13; Appendix A, Chapter 7; and Appendix F.
"Public Relations in Close Quarters", PUBLIC RELATIONS JOURNAL, April, 1954.
- d. Reference: Lesly, PUBLIC RELATIONS HANDBOOK, Chapter 28.
- e. Key Points:
 - 1. Planning the event for a specific purpose.
 - 2. The importance of attention to details.
 - 3. Use of bands and marching units.
 - 4. Exhibits and demonstrations.
 - 5. Participation of aircraft in civic events.
 - 6. Armed Forces Day.

Session C-24

- a. Topic: CIVIL RELATIONS AND LETTER WRITING.
- b. Background: In a week an information officer may answer a dozen letters from unknown members of the general public who write for information on any number of subjects. He may write several official letters, up and down the chain of command.

official letters, and from the chain of command.

not number of subjects. He may write several

the general public who write for information on

may answer a letter before from unknown members of

b. Interpretation: - This is an information officer

writing. - It is a letter from a member of the

a. Topic: - CIVIL DISOBEDIENCE AND LAW

Section 2-2

1. Use of facts and writing style.

2. The importance of argument in details.

3. Showing the need for a specific purpose.

a. Key points:

Chapter 28.

4. Reference: - LEGAL RELATIONS HANDBOOK

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He may prepare the answer to a query from a member of Congress. He may send a copy of a news release to a newsreel editor with a short letter outlining newsreel possibilities. He may prepare a dozen letters to the parents of enlisted men who have been advanced in rating--or he may be asked by another staff officer to write a form letter for this purpose-- and he may write a letter of condolence to the family of a man killed in a service accident.

Each of these letters calls for a special touch. Each may be little more than a routing slip marked "action" to the information officer, but each is a personal document to the person who receives it. An awkward, stilted letter may fail to make its meaning clear. A stuffy, artificial letter fails to achieve its purpose. A clear, intelligent, sympathetic letter communicates an idea and leaves a lasting impression on the person to whom it is addressed.

There is no foolproof formula for successful letterwriting. In fact, many Navy letters miss the boat because the writer has tried to follow a formula. Somewhere in his Navy career he has picked up the idea that a good letter must be impersonal, must say "subject" instead of "this" or "the" or "that you suggest", must always say "it is regretted that...".

It may require the answer to a query from a mem-
ber of Congress. He may send a copy of a news
column to a newspaper editor with a short letter
containing a few lines of information. He may prepare
a dozen letters to the members of a political com-
mittee who have been assigned to writing--or he may be
called by another staff officer to write a letter
letter for this purpose--and he may write a
letter of condolence to the family of a man killed
in a service accident.

Each of these letters calls for a
special touch. Each may be little more than a
folding slip marked "letter" to the information
officer, but each is a personal document in the
hands who receive it. In a word, a letter
letter may fail to make its mark on the
world, official letter fails to achieve its
purpose. A clear, intelligent, sympathetic letter
communicates an idea and leaves a lasting impres-
sion on the person to whom it is addressed.

There is no magical formula for
successful letterwriting. In fact, many have
letters since the time because the writer has
tried to follow a formula. "Somewhere in his
very corner he has picked up the idea that a
good letter must be 'businessy', and not 'friendly',
instead of 'kind' or 'loving' or 'friendly' or 'warm',
and always say 'it is regretted that...'

Civilians are not used to this kind of talk. The Legionnaire who wants the band and half the ship's company for a parade next Tuesday is likely to be quite reasonable if he is told "I am sorry to say..." and is given a sound reason why all hands can't knock off work to march down Main Street. But "It is regretted that your request is not in conformity with the policy of this Command" will incite him to riot.

Perhaps the soundest advice for the Navy letter writer is this: put yourself in the other fellow's shoes. Imagine that you are the officer in Washington who has to evaluate your request, or the editor who gets your suggestion, or the Rotarian who wanted the Admiral to address his luncheon and is being offered a lieutenant commander. What would sound plausible to you? Does your letter really explain the situation?

- c. Reference: Katz, PUBLIC OPINION AND
PROPAGANDA, pages 220-225.
Lesly, PUBLIC RELATIONS HANDBOOK,
pages 560-564.

d. Key Points:

1. The purpose of a letter is to communicate an idea. If the letter fails to communicate, it has not achieved its purpose.
2. The civilian receiving a Navy letter expects:
 - (a) Clarity.

...and it is given a second reason why all these things
...it is suggested that your interest is not in
...consistency with the policy of this Government will
...institute him in this.

...perhaps the somewhat advice for the
...have better advice in this; but yourself in this
...other Police's advice. Justice does not give the
...officer is responsible and has to evaluate your
...request, or the officer who gave your suggestion,
...of the situation and needed the advice to address
...his intention and is being offered a dispensation
...considered. What would second principles to your
...Does your letter really explain the circumstances

3. Reference: ...
...PHOTOGRAPHY, pages 220-222.
...LEAD, PHOTOGRAPHY, pages 220-222.
...pages 220-222.
4. Key points:
1. The purpose of a letter is to communicate an
idea. If the letter fails to communicate, it has
not achieved its purpose.
2. The revision involving a letter is expected
(a) clearly.

- (b) Sincerity.
 - (c) Courtesy.
 - (d) A complete answer to his question, free from "gobbledegook".
3. When writing an official letter, put yourself in the place of the person receiving it. Don't sign or initial a letter you wouldn't be satisfied to receive.

Sessions C-25 and C-26

- a. Topic: THE NAVY AND INTERNATIONAL PUBLIC RELATIONS.
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapter 15 and article 2803.
- c. Training Aids: Film: MN 7857 "The Sixth Fleet" (25 minutes).
MN 7844 "The Story of MDAP" (28 minutes)
- d. Key Points:
 - 1. The importance of "showing the flag" in the ports of the world.
 - 2. People will judge the entire United States by the conduct of service personnel with whom they come in contact.
 - 3. Necessity of indoctrinating all personnel assigned to foreign duty or going on liberty in foreign ports.
 - 4. Public information activities and release of

- (a) A complete answer to his question, free from "speculations".
- (b) Immediately.
- (c) Courtesy.

3. When visiting an official, the secretary is the place of the person receiving it. Don't sign or initial a letter you wouldn't be entitled to receive.

Sections 2-21 and 2-22

- a. Topic: THE NAVY AND INTERNATIONAL RELATIONS
- b. Related Reading: NAVY AND INTERNATIONAL RELATIONS
- c. Training Aids: Chapter 15 and Article 1503
- d. (25 minutes)
- e. (25 minutes)
- f. (25 minutes)

- 1. The importance of "showing the flag" in the form of the world.
- 2. People will judge the entire United States by the conduct of service personnel with whom they come in contact.
- 3. Necessity of industrializing all personnel assigned to foreign duty or posted on liberty in foreign ports.
- 4. Public information activities and release of

information in foreign ports.

5. Release of NATO information.

6. The Navy's part in MDAP and release of MDAP information.

Sessions C-27 and C-28

- a. Topic: THE NAVAL RESERVE.
- b. Required Reading: THE RESERVE: WHY AND HOW, AFIP 5.
NAVAL ORIENTATION, pages 452-455.
- c. Reference: BUPERS MANUAL, Chapter H-1.
- d. Training Aids: Film: MN 6827 A "The Naval Reserve: Air Reserve."
MN 6827 B "The Naval Reserve: Surface Reserve."
- e. Key Points:
 - 1. History of the Reserve: constitutional provision for a militia.
 - 2. The Naval Reserve in World Wars I and II.
 - 3. Armed Forces Reserve Act of 1952.
 - 4. Administration of the Naval Reserve.
 - 5. Components of the Naval Reserve.
 - 6. Training: The Surface Reserve.
 - 7. Training: The Submarine Reserve.
 - 8. Obligations of the Reservist.
 - 9. Naval Reserve Public Relations Companies.

information in foreign ports.

2. Release of Navy information.

3. The Navy's part in host and release of host

information.

Appendix C-27 and C-28

a. Topic:

THE NAVAL RESERVE.

b. Detailed description

THE RESERVE, NOT AND NOW, 4719 2.

NAVAL ORIGINATOR, pages 452-455.

c. References:

BUREAU MEMO, Chapter 2-1.

d. Training aids:

PLAN: MR CASE 2 "The Naval Res-

erve: The Reserve."

MR CASE 2 "The Naval Reserve:

Outline Reserve."

e. Key points:

1. History of the Reserve: constitutional provision

for a militia.

2. The Naval Reserve in World Wars I and II.

3. Armed Forces Reserve Act of 1952.

4. Administration of the Naval Reserve.

5. Components of the Naval Reserve.

6. Training: The Active Reserve.

7. Training: The Reserve Reserve.

8. Obligations of the Reservists.

9. Naval Reserve Public Relations Campaign.

Sessions C-29 and C-30

- a. Topic: PUBLIC INFORMATION AND SECURITY.
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Chapter 16; articles 0510.2, 0514,
0516.5, 0516.7, 0902, 1506.3, and
Appendix I.
- c. Reference: NAVAL SECURITY MANUAL FOR
CLASSIFIED MATTER, Chapter 11
(classified).
- d. Key Points:
 - 1. Responsibilities of Chief of Information and
Director of Naval Intelligence.
 - 2. Responsibilities of Commanding Officers: security
at the source.
 - 3. Department of Defense Security Guidance publica-
tions.
 - 4. Security review of correspondents' material and
articles written by naval personnel.
 - 5. Special cases: atomic energy, biological, chemical,
and psychological warfare, new weapons, and
foreign bases.
 - 6. The Espionage Act.

Sessions C-31 and C-32

- a. Topic: THE NAVY RECRUITING SERVICE.
- b. Required Reading: None.
- c. Reference: Recruiting Service Instructions
110.1, 111.1, 156.1.

Sections 7-11 and 12-13

- a. Topic: PUBLIC INFORMATION AND SECURITY.
- b. Reported Reading: NAVY PUBLIC INFORMATION SERVICE, Chapter 10, articles 1010.1, 1010.2, 1010.3, 1010.4, 1010.5, 1010.6, 1010.7, 1010.8, 1010.9, and 1010.10.
- c. References: Appendix I.
- d. References: NAVY PUBLIC INFORMATION SERVICE, Chapter II, Classified Matter, Chapter II (classified).
- e. Key Points:
 - 1. Responsibilities of Chief of Information and Director of Naval Intelligence.
 - 2. Responsibilities of Commanding Officers: security as the source.
 - 3. Department of Defense security clearance policies.
 - 4. Security review of correspondence, material and articles written by naval personnel.
 - 5. Special cases: physical security, biological, chemical, and psychological warfare, and weapons, and foreign bases.
 - 6. The Espionage Act.

Sections 7-11 and 12-13

- a. Topic: THE NAVY RECRUITING SERVICE.
- b. Reported Reading: None.
- c. References: Recruiting Service Instructions 110.1, 111.1, 112.1.

d. Key Points:

1. Organization and mission.
2. The recruiter as the local representative of the Navy.
3. The necessity for truth and good taste in recruiting advertising.
4. Relations with civic groups and educational institutions.
5. Contacts with applicants.
- 2 6. Indoctrination of recruits prior to departure for Training Centers.
7. Navy recruiting publicity.

Sessions C-33 and C-34

- | | |
|----------------------|--|
| a. Topic: | NAVY CAREERS |
| b. Required Reading: | "Regulations Governing the Admission of Candidates into the United States Naval Academy as Midshipmen,"
NavPers 15,010 "The Naval Reserve Officers Training Corps Bulletin of Information."
U.S. Navy Occupational Handbook for Men.
U.S. Navy Occupational Handbook for Women. |
| d. Training Aids: | Film: MN 7445 "Ready for Sea"
(15 minutes) |

1. Organization and Mission.
2. The Secretary as the local representative of the Navy.
3. The necessity of the Navy and how it is built for advising.
4. Relations with state groups and educational institutions.
5. Contacts with government.
6. Induction of recruits prior to departure for training overseas.
7. Navy recruiting facilities.

Section 102 and 103

- a. Section 102: Navy Training.
- b. Section 103: "Regulations Governing the Admission of Candidates into the United States Navy Academy as Midshipmen."
- c. Section 104: "The Navy Reserve."
- d. Section 105: "Other Training Opportunities."
- e. Section 106: "U.S. Navy Educational Services."
- f. Section 107: "U.S. Navy Educational Services."
- g. Section 108: "U.S. Navy Educational Services."
- h. Section 109: "U.S. Navy Educational Services."
- i. Section 110: "U.S. Navy Educational Services."

MN 7413 "Waves at Work" (17
minutes)

d. Key Points:

1. Selection of candidates for the U.S. Naval Academy.
2. The Naval Reserve Officers Training Corps.
3. Naval Aviation Cadet Procurement.
4. Navy careers for enlisted men and women.

Session C-35

a. Topic: VISUAL PRESENTATION IN RECRUITING.

b. Key Points:

1. Instructor demonstrate Nile Danroth Visual Presentation for High School Groups.

Sessions C-36 and C-37

a. Topic: PUBLIC INFORMATION IN WARTIME:
PRESS CENSORSHIP.

b. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Appendix "K".

d. Reference: Public Information Correspondents
Accompanying Armed Forces of the
U.S. (OPNAV INST. 5720.6).
Field Manual for Field Press
Censors (OPNAV INST. 5530.5).

d. Key Points:

1. Conditions under which censorship may be imposed.
2. Objectives of censorship.

(minutes)

d. Key Points:

1. Selection of candidates for the U.S. Navy Academy.
2. The Naval Reserve Officers Training Corps.
3. Naval Aviation Cadet Program.
4. Navy Reserve for enlisted men and women.

Session 6-12

a. Topics:

VISUAL INFORMATION IN WRITING.

b. Key Points:

1. Instructor demonstrates this concept visual presentation for high school groups.

Session 7-13 and 8-14

a. Topics:

VISUAL INFORMATION IN WRITING.

THESE CONCEPTS.

NAVY VISUAL INFORMATION MATERIAL.

b. Pedagogical Methods:

Appendix "K".

While information communication

c. References:

Handbook of Visual Aids for the

U.S. Navy (Navy Inst. 5200.2).

Field Manual for Field Teams

Course (Navy Inst. 5200.2).

d. Key Points:

1. Conditions under which communication may be improved.
2. Objectives of communication.

3. Authority and responsibility for censorship.
4. Relationships between censors, correspondents, and information officers.
5. Scope of censorship.
6. Censorship in unified commands.
7. Procedures.
8. Regulations governing war correspondents.

1. Accountability and responsibility for citizenship.
2. Relationship between economic correspondence, and
3. Information systems.
4. Degree of community.
5. Community is initial concept.
6. Community.
7. Relationship between the correspondence.

AREA D. PUBLIC INFORMATION MEDIA

(43 hours)

Session D-1

- a. Topic: INTRODUCTION TO THE MASS MEDIA.
- b. Background: Considerably more than half of the Navy's official communication with the public is carried out through the mass media of newspapers, radio, television, magazines, etc. Even such direct communications as speeches and demonstrations are usually reported by the media to many times the audience toward which they were originally directed. Mass media are the major source of information for the American public.

Perhaps the most fundamental difference between communicating directly and communicating through public information media lies in the communicator's lack of control over the media. The official who writes a letter or makes a speech has no guarantee that his words will actually convey the meaning he intends them to, but he does have the assurance that they will not be changed. This is not the case with communicating through mass media. The reporter tells the story as he sees it, the editor cuts it or combines it with other coverage of the same event, changing style

ALMA D. EPSTEIN LEBOWITZ MEDIA

(A3 6047)

Section B-1

- a. Topic: INTRODUCTION TO THE MASS MEDIA.
- b. Description: Considerably more than half of the day's official communication with the public is carried out through the mass media of newspapers, radio, television, magazines, etc. Even such direct communications as speeches and demonstrations are usually reported by the media so many times the audience forgets which they were originally directed. Mass media are the major source of information for the American public.

Perhaps the most fundamental difference between communicating directly and communicating through public information media lies in the communicator's lack of control over the media. The official who writes a letter or makes a speech has no guarantee that his words will actually convey the meaning he intends them to, but he does have the assurance that they will not be changed. This is not the case with communicating through mass media. The reporter tells the story as he sees it, the editor cuts it or combines it with other coverage of the same event, changing style

and emphasis as he sees fit. Official news releases are rewritten, statements are paraphrased, and the final emphasis may be quite different from that contemplated by the releasing officer.

This is part of the American tradition of freedom of the press, a phrase that includes radio and all other media, and it is one of the healthy safety valves of democracy. The official whose story does not appear exactly as he conceived it may complain that it has been distorted, but who is to say that the reporter's viewpoint may not have been more impartial than the official's and that his version is not sometimes closer to the facts?

Freedom of the press does not mean freedom to divulge security information. It is the information officer's duty to safeguard such information from the press and from anyone else who has no right to it. But it does mean that there is no official "word" in this country and that the information media are free to report the news as they see it without official restraint.

This is a fact that must be borne in mind by all who deal with the press, for there is nothing that will alienate a reporter more quickly and surely than to try to force an official version on him, to tell him how to write his story, or to try to influence him to "kill" an unfavorable

and emphasis as he sees fit. Official news re-
leases are furnished, statements are paraphrased,
and the like. Complaints may be quite different from
that contemplated by the releasing officer.

This is part of the American tradi-

tion of freedom of the press, a phrase that in-
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Freedom of the press does not mean
freedom to divulge security information. It is
the information officer's duty to safeguard such
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there is no official "word" in this country and
that the information media are free to report the
news as they see it without official restraint.

This is a fact that must be borne
in mind by all who deal with the press, for there
is nothing that will alienate a reporter more
quickly and surely than to try to force an official
version on him, to tell him how to write his story,
or to try to influence him to "kill" an undesirable

story based on unclassified facts.

- c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 14.
- d. Reference: PUBLIC OPINION AND PROPAGANDA, Katz, pages 235-242.
- e. Key Points:
 - 1. The role of publicity in public relations.
 - 2. Influence of the mass media on society.
 - 3. What the media expect from the information officer.

Session D-2

- a. Topic: WHAT IS NEWS?
- b. Background: Many a press release has been ground out by some hardworking information or publicity man, been stuffed in an envelope, and never been seen again. And while the publicist scanned the morning papers in vain looking for his story, he probably was annoyed to see a dozen items with less "news value" (to him, at least) than his.

How can we tell what is "news" about our own organization? There is no formula for this. Almost anything about a military installation, an industrial plant, or any large institution is news to someone. The problem is to collect and verify such information, decide what "publics" it would interest, get it into the appropriate form and get it to the proper medium while it still is news. For news is the most

1. The role of publicity in public relations.
2. Influence of the mass media on society.
3. What the media expect from the information officer.
4. Background: The role of the media in public relations.
5. Topics: The role of the media in public relations.

Section 10-2

1. Topics: The role of the media in public relations.
2. Background: The role of the media in public relations.
3. The role of the media in public relations.
4. The role of the media in public relations.
5. The role of the media in public relations.
6. The role of the media in public relations.
7. The role of the media in public relations.
8. The role of the media in public relations.
9. The role of the media in public relations.
10. The role of the media in public relations.

perishable commodity on earth. It is the rare story that can open with "recently." A well-kept secret may be news ten years after the fact, but the day-to-day story with which most information officers will be concerned is dead unless it deals with the present or the future.

- c. Required Reading: Warren, MODERN NEWS REPORTING, Chapter IV.
Stephenson and Pretzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 1, 2 and 15.

d. Key Points:

1. Characteristics of news: recency, immediacy, importance, etc., from Warren.
2. Three kinds of news: accidental, incidental, and planned.
3. Suggestions for conducting an interview, from Stephenson.
4. Sources of news within the organization.

e. Suggestions to Instructors:

Assigned reading for this session is largely directed toward business and industrial public relations. In presenting it, stress applications to the Navy.

Sessions D-3 and D-4

- a. Topic: NEWSPAPERS AND WIRE SERVICES:
PRESS RELATIONS.
- b. Background: In spite of the popularity of radio,

regalable commodity on earth. It is the new
story that has been told. "Presently." A well-known
narrow way he never can reach after the first, but
the day-to-day story with which each individual
citizens will be concerned is dead unless it deals
with the present or the future.

c. Journalism: Journalism and Journalism
Chapter IV
Journalism and Journalism, Journalism
The Journalism and Journalism Chapter I
I and II.

d. Key points:
1. Characteristics of news: Journalism, Journalism,
importance, etc., Journalism.
2. Three kinds of news: Journalism, Journalism, and
Journalism.
3. Suggestions for conducting an interview, from
Journalism.
4. Sources of news within the organization.
e. Suggestions to Interviewers:
Assigned reading for this section is
largely directed toward business and industrial
public relations. In practicing it, correspondence-
men to the day.

Sections I-3 and I-4
a. Journalism and Journalism:
Journalism and Journalism.

television, and magazines, newspapers remain the chief source of news in the United States. Not only are they considered more important news sources than other media by most people, but they cover the news more completely and in greater detail than is possible for radio and television and more promptly than magazines. An understanding of press relations, how to prepare copy for newspapers, and the effects of newspapers on public opinion is a bare minimum for effective public information performance. Many a good Navy story has been withheld by officers who did not understand or trust the press and who felt that dealing with the newspapers was "dangerous." It can spell trouble to the officer who tries to give out a partial or heavily slanted story, and it can be harmless but very disappointing to the officer who presents his copy at a time or place or in a form that makes it unusable to the press.

c. Required Reading: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 15.

Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 3.
NAVY PUBLIC RELATIONS MANUAL,
Appendix A, Chapter 3.

d. Key Points:

1. Relationships between press and publicity sources.

collection, and magazines, newspapers remain the chief source of news in the United States. Not only are they considered more important news sources than other media by most people, but they cover the news more completely and in greater detail than is possible for radio and television and more thoroughly than magazines. An understanding of press relations, how to prepare copy for newspapers, and the effects of newspapers on public opinion is a basic minimum for effective public information performance. Many a Good Navy story has been withheld by officers who did not understand or trust the press and who felt that dealing with the newspapers was "dangerous." It can again trouble to the officer who tries to give out a hurried or hastily planned story, and it can be harmful and very disappointing to reporters who overlook his copy as a time or place or in a form that makes it unusable to the press.

6. *Reputed Headings: Civil and Census, Statistical Bureau*

RELATIONS, Chapter 13.

RESEARCH AND TRAINING, PUBLICITY

FOR PRACTICE AND THEORY, Chapter 13.

NAVY PUBLIC RELATIONS MANUAL.

Appendix A, Chapter 3.

6. *See Volume:*

1. *Relationships between press and publicity personnel.*

2. Rules for getting along with the press.
3. Essentials of publicity copy.
4. Internal organization of the newspaper.
5. Wire services.

Session D-5

- a. Topic: PRESS COPY: LEAD PARAGRAPHS.
- b. Background: It is not always necessary that a story be released in press release form, written in newspaper style. There are times when this cannot be done, and there are other times when it is better to invite the reporters in to see or hear the news and write their own versions. A really big story will go if it is written by hand on scratch paper. But since most stories are not big; and in most cases it is the information officer who initiates the story rather than the press, it is helpful to know how editors like copy presented and to try to satisfy their needs. This does not mean that the information officer is doing the reporter's work and it does not guarantee that the story will be printed without editing. But the average city editor receives hundreds of "handouts" every week -- some receive hundreds in a day -- and he has neither the time nor the inclination to re-write the sloppy ones. Because every Navy release is competing with a dozen other stories, from serious news through the gamut of human-interest

1. Under the system along with the press.
2. Intellectuals of industry.
3. Industrial organizations of the management.
4. Wire services.

Section 7-2

A. Topic: WIRE COPY: LINE ARRANGEMENTS.

B. Background: It is not always necessary that a story be released in press release form. Written in newspaper style. There are times when this cannot be done, and there are other times when it is better to invite the reporters to do as they please. The news and wire their own releases. A really big story will go if it is written by hand on a notepad paper. But since most stories are not big, and in most cases it is the information officer who initiates the story rather than the press, it is helpful to know how editors like copy presented and to try to satisfy their needs. This does not mean that the information officer is doing the reporter's work and it does not guarantee that the story will be printed without editing. But the average city editor receives hundreds of "handwritten" every week -- some positive, hundreds in a day -- and he has neither the time nor the inclination to re-write the sloppy ones. Because every day release is completed with a dozen other stories, five serious news through the kind of hand-interest

yarns to "Cops Nab Two in Love-Nest," the Navy information officer will do well to learn how press copy is written and to write his accordingly.

- c. Required Reading: Warren, MODERN NEWS REPORTING,
Chapter V, VI, and VII.

- d. Key Points:

1. The concept of the "inverted pyramid."
2. Essentials of a summary-type news lead: WHO, WHAT, WHERE, WHEN, WHY, and HOW.

- e. Suggestions to Instructor:

Refere to Shidle's device of the "peg" in discussing preparation of the news lead.

Session D-6

- a. Topic: PRESS COPY: COMPLETING THE PYRAMID.

- b. Background: Having constructed a sound base for the "inverted pyramid," the writer must fill out the details of his story, gradually tapering off to the less important aspects so that the editor can cut it to fit his space without extensive rewriting

- c. Required Reading: Warren, MODERN NEWS REPORTING,
Chapter VIII.

NAVY PUBLIC RELATIONS MANUAL,
Appendix D.

- d. Key Points:

1. The story usually is not written to fit any particular space but rather to cover a topic.

1. The above information was obtained from a review of the files of the FBI, New York Office, and the files of the FBI, New York Office, and the files of the FBI, New York Office.

2. Declassification Authority: [REDACTED]

Chapters IV, V, and VII.

[illegible]

"Always a person" and is known as

1. *Journal of the American Medical Association*, 1954; 157: 1000-1001.

1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 26

1. *Propositions as Limitations* and *Propositions as Possibilities*

Return to White's office of the "day" to

13-00000

[illegible]

5. *Explain the importance of the following factors in the development of a country's economy:*

for the "Lovers' Guide." The writer must fill

and the safety of the study; usually involving

all to the less important aspects so that the

which can end in life-threatening

Relative to the other two, the results of the third study are more encouraging. The results of the third study are more encouraging than those of the first two studies, as they show that the proposed model can be used to predict the relative risk of infection from different sources of water. This is a significant finding, as it suggests that the model can be used to identify high-risk areas and populations, and to develop targeted interventions to reduce the risk of infection. The results of the third study also show that the model can be used to predict the relative risk of infection from different sources of water, which is a significant finding, as it suggests that the model can be used to identify high-risk areas and populations, and to develop targeted interventions to reduce the risk of infection.

[illegible][illegible]

DATE FORWARDED BY: _____

— 27 —

4. Key findings: The research found that the majority of respondents (75%) were male, and the majority (80%) were aged between 18 and 35. The majority (60%) of respondents were employed, and the majority (70%) were from the United Kingdom. The majority (85%) of respondents were satisfied with the service, and the majority (90%) would recommend the service to a friend.

1. The story usually is not written in the

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific information required.

It is the job of the editor to cut the story to fit his space.

2. "Inverted pyramid" style permits cutting least important paragraphs from the end of the story.
3. Navy news releases should follow onsistent style. Avoid abbreviations that are not clear to civilian press readers.

Sessions D-7 and D-8

- a. Topic: NEWS RELEASES.
- b. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 7 and 8.
NAVY PUBLIC RELATIONS MANUAL,
articles 0501-0513 and Appendix D.
- c. Key Points:
 1. Form: identification of the source of the release, release date, "slug line" or title, physical lay-out of the release.
 2. Content: telling a good story, briefly, and in newspaper style.
 3. Queries and exclusive stories.
 4. Press conferences and interviews.

Sessions D-9 and D-10

- a. Topic: NAVY PRESS POLICY.
- b. Background: It is not necessary to memorize the restrictions on certain types of releases.

It is the job of the editor to cut the story to fit his space.

2. "Inverted pyramid" style permits editing from the end of the story.

3. Every news release should follow consistent style.

Avoid observations that are not clear to civilian news readers.

Section D-1 and D-2

1. Topic: News release.

2. Required heading: "Information and Release," "FURNISHING THE NEWS" AND "NEWS," "NEWS" AND "NEWS."

3 and 4.

5. MAY 1960 RELEASE NUMBER.

6. 1960-01-01 and 1960-01-01.

Section D-3 and D-4

1. Form: Identification of the source of the release, release date, "and line" of title, release date, out of the release.

2. Content: telling a good story, briefly, and in newspaper style.

3. Fact and exclusive source.

4. Free confidence and behavior.

Section D-5 and D-6

1. Topic: MAY 1960 RELEASE.

2. Heading: It is not necessary to mention the relationship or name of release.

Information officers should know, however, that these restrictions exist and should know where to look for policy guidance. Similarly, the Department of Defense and Navy requirements for accreditation of correspondents and their travel to overseas areas need not be memorized. But the Navy has been embarrassed more than once because of promises made to correspondents by over-zealous information officers who failed to obtain proper authority and sponsorship in advance. While this material is presented under the general subject of press relations, it is equally applicable to informational aspects of radio, television, and the other media.

- c. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Article 0514-0519 and Chapter 6.
Warren, MODERN NEWS REPORTING,
Chapter XV.

d. Key Points:

1. Definitions of terms.
2. General policy on release of information.
3. Types of news releases.
4. Policy on writing for publication.
5. Accreditation procedures.
6. Restrictions on certain types of releases.
7. Libel and copyright law.

Information should be made available to the public in a timely manner and should be made available to the public in a timely manner. The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information. The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

to the collection and dissemination of information. The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information. The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

media.

1. General Policy: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

2. Types of News Releases: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

3. General Policy: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

4. Key Factors: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

5. Collection of News: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

6. General Policy: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

7. Types of News Releases: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

8. General Policy: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

9. Collection of News: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

10. General Policy: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

11. Types of News Releases: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

12. General Policy: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

13. Collection of News: The Department of Justice should be made aware of the need for a more comprehensive approach to the collection and dissemination of information.

Session D-11

- a. Topic: THE EFFECTS OF NEWSPAPER PUBLICITY.
- b. Background: Every information endeavor raises the question of what effect, if any, has been produced. The story has been printed, but has it been read? If it has been read, was it absorbed and how long will it be remembered? In any particular instance, the answers to these questions can be obtained only through opinion research. But much is known and much has been written about the effects of newspaper coverage on American thought.
- c. Required Reading: None.
- d. Reference: Katz, PUBLIC OPINION AND PROPAGANDA, pages 263-270 and 105-112.
Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 317-326.
- e. Key Points:
1. The newspaper has become more than just a vehicle for carrying the news. It provides entertainment and fills emotional needs.
 2. Newspaper opinion does not always reflect public opinion. This has been demonstrated conclusively in numerous elections. But editorial policies do affect the amount and type of information made available to the public.
 3. The "human interest" story has had a profound effect on American culture and has changed the character of journalism. The human interest

- a. The purpose of this report is to provide information on the activities of the various groups and individuals who are active in the field of human rights.
- b. This report is based on information received from various sources, including interviews with individuals who have been active in the field of human rights.

The question of what effect, if any, has been produced. The story has been printed, but has it been read? It is not good news, nor is it a story and how long will it be remembered? In any event, for instance, the answer to these questions can be obtained only through special research. But what is more and more has been written about the efforts of newspaper coverage on American thought.

- c. Detailed findings: None.
- d. References: 1. The Public Opinion and Propaganda, pages 203-210 and 215-216.
- e. The Public Opinion, pages 217-218.

Key points:

1. The newspaper has become more than just a vehicle for carrying the news. It provides entertainment and fills emotional needs.
2. Newspaper opinion does not always reflect public opinion. This has been demonstrated conclusively in numerous elections. But editorial policies do affect the amount and type of information made available to the public.
3. The "human interest" story has had a profound effect on human values and has changed the character of journalism. The human interest

angle increases a story's chance of being printed, its appeal to the reader, and its effect on opinions.

Session D-12

- a. Topic: INTRODUCTION TO RADIO AND TELEVISION.
- b. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 10. NAVY PUBLIC RELATIONS MANUAL, Appendix A, Chapter 4; and Chapter 7. Chester and Garrison, RADIO AND TELEVISION, Chapters 2 and 3.
- c. Key Points:
 - 1. Advantages and disadvantages of radio and television as publicity media.
 - 2. Types of programs which can be useful to the Navy.
 - 3. Working with station personnel.

Session D-13

- a. Topic: STATIONS, NETWORKS, and ADVERTISERS.
- b. Background: The basis on which the broadcasting industry is founded is very different from that of the press. While both obtain the bulk of their revenue through the sale of broadcast space, the advertiser has little to say about the content of the average newspaper. This is not true in radio (or television) where the advertiser normally buys a period of time and is relatively free to

...this increase in the number of ...
...the ... and ...
...the ...

Section D-12

- a. Topic: ...
- b. Negatives ...
- c. Key Points:
 - 1. Advantages and disadvantages of ...
 - 2. Types of ...
 - 3. Working with ...

Section D-13

- a. Topic: ...
- b. ...
 - ... is ...
 - ... the ...
 - ... through the ...
 - ... has little to say about the ...
 - ... of the ...
 - ... (or ...) where the ...
 - ... of time and is relatively free to

present the public whatever suits his fancy or his budget. It is almost impossible for a radio station to have an editorial policy in the sense that newspapers have such policies.

There are controls on the use of radio, however, for the limits of the broadcast spectrum and the nature of the medium require that broadcasting be regulated to some extent. This session outlines the roles of the federal government, the broadcasting industry itself, and the advertisers and their agents in the control of radio, and provides an over-all view of the broadcasting industry.

- c. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 7 and 8.
- d. Reference: Chester and Garrison, RADIO AND TELEVISION, Chapters 6 and 11.
- e. Key Points:
 - 1. Role of the Federal Communications Commission.
 - 2. Organization of the networks and their relations with stations.
 - 3. The role of the advertising agency in broadcasting.
 - 4. The National Association of Radio and Television Broadcasters.
- f. Note:

Since the assigned text went to press, the National Association of Broadcasters, discussed in Chapter 11, has become the National Association of Radio and Television Broadcasters. The NARTB

1. Introduction

1. The National Association of Radio and Television

2. The role of the advertising agency in broadcasting.

3. With stations.

4. Organization of the network and their relations

5. Role of the Federal Communications Commission.

6. Key points:

7. Television, Chapters 3 and 11.

8. References: Chester and Gervin, Radio and

9. Television, Chapters 7 and 8.

10. Revised Reading: Chester and Gervin, Radio and

11. Existing industry.

12. and provides an over-all view of the industry.

13. advertising and their agency in the control of

14. want, the broadcasting industry itself, and the

15. session outlines the role of the Federal govern-

16. processing be regulated in some manner. This

17. spectrum and the degree of the nation's public trust

18. radio, however, for the limit of the broadcast

19. There are controls on the use of

20. that newspapers have been policies.

21. action to have an editorial policy in the case

22. his budget. It is almost impossible for a radio

23. present the public awareness which has been to

performs much the same functions as did the old NAB.

Session D-14

- a. Topic: RADIO STATION ORGANIZATION AND PROGRAMMING.
- b. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 4, 5 and 14.
- c. Key Points:
 - 1. Types of entertainment programs and opportunities for Navy information tie-ins.
 - 2. Public Service programming.
 - 3. Radio station policies.
 - 4. Typical station organization.
 - 5. The need for the information officer to understand the organization and day-to-day problems of the radio station with which he plans to do business.

Sessions D-15, D-16 and D-17

- a. Topic: PREPARING MATERIAL FOR RADIO STATION USE.
- b. Background: There are relatively few situations in which an information officer has to write smooth radio copy or face the problems of production. In most cases, the information officer will have an idea that radio can use and will present the idea to professionals, who will write their own copy and work out the details themselves.

emphasize much the same function as all the old

had.

Section D-16

a. Topic

RADIO AND THE COMMUNICATIONS ACT

PROPOSING

b. Required Reading: Cooper and Garrison, RADIO ACT

RELATIONSHIP, Chapter 4, 5 and 14

c. Key Points:

1. Types of entertainment programs and organizations

for day information service.

2. Public Service programming, and view of the radio

3. Radio station policies.

4. Typical station organization.

5. The need for the information officer to understand

the organization and day-to-day problems of the

radio station with which he plans to do business.

Section D-17, D-18 and D-19

a. Topic:

PREPARING MATERIAL FOR RADIO

STATION USE.

b. Background: There are relatively few situations

in which an information officer has to write specific

radio copy to face the problem of production.

In most cases, the information officer will have

an idea of the radio copy and will present the

idea to producers, who will write their own

copy and work out the details themselves.

Occasionally, however, the officer will have an opportunity to do some writing, and he often will use a tape recorder or play host to a station's mobile unit. The information officer's dealings with radio people will be more satisfactory if he has some insight into their problems, knows what they want, and is able to help them get it.

- c. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 19, 23 and 24.
- d. Key Points:
 - 1. Writing material for the ear.
 - 2. Spot announcements.
 - 3. Radio news.
 - 4. Use of the tape recorder.
 - 5. Arranging remote broadcasts from the naval installation.

Session D-18

- a. Topic: TELEVISION.
- b. Background: A great deal that has been said about radio is also applicable to television. For this reason, discussion here is confined to their points of difference, which, of course, lie in television's picture tube.

There is virtually no limit to the opportunities television offers Navy public information. Remotes, though expensive, can cover almost any indoor or outdoor even of interest.

They would not be able to help them out if
one were caught into their position, more than
when radio people will be more satisfactory if he
mobile unit. The information officer's feelings
and a large number of play must be a reaction's
personality to be some writing, and he often will
personally. However, the officer will have an

Responsible Reading: *Unsettled and Settled, 1910-1940*

ON MAY 22, WE ARRIVED, EXHAUSTED

8. Key features:

1. Working together for the good

1. Use of the test instrument.

1. *Abstract: This is a review of the literature on the effects of the environment on the development of the child.*

SECRET

61-2 103/0000

NAME: _____ DATE: _____

about 1960 in the area of the

THE UNIVERSITY OF CHICAGO LIBRARY

These points of difference, which of course are

13. *Wavelength's* *Electronic Arts*

There is a possibility of a leak in the

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There is no need to submit a separate statement of information.

On more than one occasion, "live" television pick-ups have been made aboard ship. In at least one case, this was done aboard a submerged submarine.

Television has brought the news-reel into the living room. Good motion pictures of newsworthy Navy events are always welcome, both on network shows and on local stations which produce their own news programs. Millions have seen the NBC-Navy film series, "Victory at Sea," which tells the story of the Navy in World War II. Many other Navy films are also available for loan to television stations (but copyright restrictions on some film footage and background music necessitate careful checking to make sure that the film loaned has been "cleared" for television).

c. Required Reading: Chester and Garrison, RADIO AND TELEVISION, pages 386-388.

d. Reference: Bendick, TELEVISION WORKS LIKE THIS.

e. Key Points:

1. Television production is more difficult, takes more people and space, and is more expensive than radio production.
2. In most cases, television coverage is more effective than radio coverage.
3. Description of television production process.
4. Television news coverage.

5. Opportunities for the Navy: "live" events, news-reel footage, and general interest films.

Session D-19

- a. Topic: RADIO, TELEVISION, AND PUBLIC OPINION.
- b. Required Reading: Chester and Garrison, RADIO AND TELEVISION, Chapters 1 and 9.
- c. Reference: Berelson, READER IN PUBLIC OPINION AND COMMUNICATION, pages 337-346.
Katz, PUBLIC OPINION AND PROPAGANDA, pages 287-291.
- d. Key Points:
 1. Broadcasting is a social force to which most people are exposed for several hours each day.
 2. The impact of a radio or television broadcast is often greater than newspaper coverage of the same material. Broadcast media intensify persuasiveness and emotional content.
 3. Radio and television have had a profound effect on the American way of life.

Sessions D-20 and D-21

- a. Topic: THE PHOTOGRAPHIC PROCESS.
- b. Background: The information officer need not be an accomplished photographer, although a good many information officers are. But just as it is a good idea for the officer of the deck to be

2. Opponents for the "Five" - ...
... and ...

Section D-10

- a. ...
- b. ...
- c. ...
- d. ...

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Section D-11 and D-12

- a. ...
- b. ...
- c. ...
- d. ...

able to read semaphore over the quartermaster's shoulder, the information officer who understands the specialty of the men who work for him is in a better position than he who does not. This rapid familiarization with cameras and the darkroom will not turn out any skilled technicians, but it will help the information officer to know what he may expect from his own photographer and how quickly he may expect it produced.

c. Required Reading: None.

d. Key Points:

1. Basic principles of photography: light, lens, shutter, film, and development.
2. Use of the speed graphic camera.
3. Developing and printing.

Sessions D-22 and D-23

a. Topic: PHOTOGRAPHY IN PUBLIC INFORMATION.

b. Background: Pictures are used in virtually every public information medium except radio. They are an integral part of many newspaper and magazine stories, and both still and motion pictures are used on television. In addition, the Navy information officer may find himself producing newsreel material for theatrical release, cooperating with commercial theatrical or television film producers on motion pictures based on Navy stories, and arranging for the use of Navy training or general

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1. Basic principles of photography: light, lens,

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2. Use of the speed weight constant $\alpha = 0.0001$.

3. Developing and testing...

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6. Each group:

Figure 1. Illustration of the model.

Approved for Release by NSA on 08-25-2013 pursuant to E.O. 13526

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Learning to paint with water and ink on paper

interest films by local veterans or civic groups. Regulations governing such activities are contained in the Navy Public Relations Manual. Reading assignments also relate to the use of photography in industrial public relations.

- c. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 9 and 11.
NAVY PUBLIC RELATIONS MANUAL, Appendix A, Chapter 5; and Chapter 8.
- d. Reference: MANUAL OF NAVAL PHOTOGRAPHY (classified).
- e. Key Points:
 1. Selection of subjects and composition of the picture.
 2. Writing the caption.
 3. Clearing and releasing Navy photographs.
 4. Picture agencies and photo departments of newspapers.
 5. Commercial newsreel companies.
 6. Navy-produced newsreels for commercial theater or television release.
 7. Working with Navy and civilian photographers.
 8. Cooperation with commercial motion picture producers: the Technical Advisor.

between them by local residents in their groups.
 Regulations governing such activities are con-
 sidered on the Navy's side. Regulations are also
 considered on the Navy's side in the use of power.
 Navy in industrial and public relations.
 c. Technical training: Engineering and Technical, Electrical,
 Naval Ordnance and Armament, Ordnance, Ordnance

Part II

NAVY TECHNICAL RELATIONS MANUAL,
 Appendix A, Chapter 2, and Chapter 3.
 1. Reference: MANUAL ON NAVAL TECHNOLOGY

Chapter 1

1. Selection of subjects and composition of the
 2. Selection of subjects and composition of the
 3. Selection of subjects and composition of the

Chapter 2

1. The Navy's role in the development of the
 2. The Navy's role in the development of the
 3. The Navy's role in the development of the

Chapter 3

1. The Navy's role in the development of the
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Chapter 4

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Sessions D-24 and D-25

- a. Topic: MAGAZINES, BOOKS, AND MISCELLANEOUS MEDIA.
- b. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 4, 5 and 12.
NAVY PUBLIC RELATIONS MANUAL, Appendix A, Chapter 6; Chapter 9 and Article 2703.
- c. Reference: Lesly, PUBLIC RELATIONS HANDBOOK, pages 557-567.
- d. Key Points:
1. While magazines fall into general groupings, no two magazines have exactly the same requirements. The information officer who wants to interest a magazine in covering a Navy story must first familiarize himself with the magazine. Studying the target in advance improves aim.
 2. The magazine field is highly competitive. Almost every editor discards a half dozen good stories for every one he selects.
 3. Magazine and newspaper articles usually differ in style, content and timeliness. A magazine is usually kept longer by the reader than is a newspaper.
 4. Ordinary procedure is to interest the magazine and let the editor assign staff writer to do the story. Naval personnel may not write for personal profit

1. While no question has been raised regarding the two magazines have exactly the same requirements. The information officer who made no reference to magazine is having a very short time that families should visit the magazine. Although the target in advance improves him.
2. The magazine field is highly competitive. Almost every other magazine is half down good articles for every one he collects.
3. Magazine and newspaper articles usually differ in style, content and length. A magazine is usually very long of the reader than it is a newspaper.
4. Magazine presentation is no interest the magazine and let the editor really work to do the story. Good presentation may not make for personal profit.

during working hours.

5. The information officer should render all possible assistance to magazine writers and to authors writing books on naval subjects.

Sessions D-26 through D-31

- a. Topic: FLEET HOME TOWN NEWS PROGRAM.
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Chapter 10.
HANDBOOK FOR FLEET HOME TOWN NEWS
CENTER, pages 5-26 and illustrations
on pages 27-48.
- c. Key Points:
 1. The concept of "grass roots" public relations.
 2. Preparation of the home town news release.
 3. Photographs for home town release.
 4. Recording the home town interview.
 5. Facilities and operating procedures of the Fleet Home Town News Center.
- d. Suggestions to Instructors:

This subject can be covered in part by lecture. A field trip to Fleet Home Town News Center, in which student officers can become familiar with the procedures of the Center and possibly spend some time on the copy desk, is recommended.

During working hours.

5. The information offices should receive all possible

assistance in making visits and in making

6. Existing books on local subjects.

Section 5-2 through 5-11

a. Topic:

STORY BOOKS FOR CHILDREN

b. Required Reading:

HAVE VISITS WITHIN LOCALITY

Chapter 10.

CHAPTER 10. HAVE VISITS WITHIN LOCALITY

CHAPTER, pages 1-10 and illustrations

on pages 11-12.

c. Key Points:

1. The concept of "press notes" public relations.

2. Preparation of the press note and release.

3. Photographs for home town release.

4. Interviewing the home town interview.

5. Facilities and operating procedures of the plant.

6. Home town news center.

7. Suggestions for instructions:

8. This subject can be covered in part by 10-

9. A field trip to the home town news center.

10. When making visits and making facilities.

11. The importance of the center and possibly.

12. Some time on the key facts, is recommended.

13. The importance of the center and possibly.

14. The importance of the center and possibly.

15. The importance of the center and possibly.

Sessions D-32, D-33 and D-34

a. Topic: FIELD TRIP TO A SMALL CITY DAILY
NEWSPAPER.

b. Suggestions to Instructors:

Arrange an afternoon trip to the Waukegan News Sun, Kenosha Evening News, or another relatively small newspaper in the immediate vicinity of Great Lakes.

Sessions D-35 through D-40

a. Topic: FIELD TRIP TO A METROPOLITAN
DAILY NEWSPAPER, A TELEVISION
STATION, AND A RADIO STATION.

b. Suggestions to Instructors:

Arrange an all-day trip to Chicago, to include tours through a radio station, a television station, and a newspaper.

Sessions D-41 through D-43

a. Topic: SPEECH WRITING AND PUBLIC SPEAKING.

b. Required Reading: NAVY PUBLIC RELATIONS MANUAL,
Appendix J.

SPEAKERS GUIDE FOR SERVICE SPOKES-
MEN, (Currently Effective Edition)
Department of Defense.

NAVY SPEAKERS GUIDE.

QUOTABLE NAVY QUOTES FOR 1954.

c. Reference:

Monroe, PRINCIPLES AND TYPES OF

Memorandum 12-22, 12-23 and 12-24

1. Topic: WITH TRIP TO A SMALL CITY DAILY

Memorandum 12-22, 12-23 and 12-24

2. Discussion to Instructions

Arranged an afternoon trip to the beach
have had, however, having been, or another
relatively well covered in the immediate
vicinity of Great Lakes

Memorandum 12-22 through 12-24

1. Topic: WITH TRIP TO A SMALL CITY DAILY

WITH MEMORANDUM, A RELATIVE
MENTION, AND A RADIO STATION.

3. Discussion to Instructions

Arranged an afternoon trip to the beach
have had, however, having been, or another
relatively well covered in the immediate
vicinity of Great Lakes

Memorandum 12-22 through 12-24

1. Topic: WITH TRIP TO A SMALL CITY DAILY

WITH MEMORANDUM, A RELATIVE
MENTION, AND A RADIO STATION.

Memorandum 12-22 through 12-24

2. Discussion to Instructions

Arranged an afternoon trip to the beach

have had, however, having been, or another

relatively well covered in the immediate

vicinity of Great Lakes

SPEECH, Chapters 1, 5-8, 10,
12-14, 16-18.

d. Key Points:

1. The importance of public speaking as a medium of public information.
2. Desirability of having the speaker write his own speech.
3. The information officer as a source of suggestions and background material rather than a "ghost writer."
4. Determining the subject and purpose of the speech.
5. Analyzing the audience.
6. Organizing, outlining, and supporting main points.
7. Writing the speech.
8. Guides to effective speaking.
9. Where to go for Navy speech material.
10. Security and policy review.

WINTER, Chapter 1, 1-6, 10.

12-14, 16-18.

Key Points:

1. The importance of public speaking as a medium of public information.
2. The importance of having the speaker write his own speech.
3. The importance of having the speaker write his own speech and having the material written down as a speech.
4. Determining the subject and purpose of the speech.
5. Analyzing the audience.
6. Organizing, outlining, and supporting main points.
7. Writing the speech.
8. Rules for effective speaking.
9. Rules for the key speech material.
10. Delivery and policy review.

AREA E. CASE STUDIES AND PROBLEMS

(20 hours)

Sessions E-1 and E-2

- a. Topic: REVIEW OF PUBLIC INFORMATION DIRECTIVES.
- b. Background: It is not possible to memorize all the directives affecting Navy information, and if it were possible it would be undesirable. For directives are subject to change and must be referred to regularly if the information officer is to stay within policy limitations. The purpose of this review is to insure that student officers know that there are directives covering most aspects of Navy information, and that they know where to find these directives when they need them.
- c. Reference: NAVY PUBLIC RELATIONS MANUAL.
PUBLIC RELATIONS INSTRUCTIONS,
U.S. ATLANTIC FLEET.
PACIFIC FLEET PUBLIC RELATIONS INSTRUCTIONS.
CHINFO NOTICE 5720 -- Public Information Reference Index
(currently effective edition).

The authors of this paper are: J. L. ... : ...

Das Arbeitsverhältnis ist ein Vertrag, bei dem der Arbeitnehmer seine Arbeitskraft gegen Lohn und Gehalt zur Verfügung stellt. Der Arbeitgeber verpflichtet sich, dem Arbeitnehmer einen Arbeitsplatz zu bieten und ihn für die Dauer des Arbeitsverhältnisses zu beschäftigen. Das Arbeitsverhältnis ist ein Vertrag, bei dem der Arbeitnehmer seine Arbeitskraft gegen Lohn und Gehalt zur Verfügung stellt. Der Arbeitgeber verpflichtet sich, dem Arbeitnehmer einen Arbeitsplatz zu bieten und ihn für die Dauer des Arbeitsverhältnisses zu beschäftigen.

It was possible to make the following observations:

Alcoholism can also lead to chronic liver disease.

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is to say without getting involved.

COPIES OF THIS REPORT ARE LOANED TO THE FOLLOWING:

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1990-1991

(continued on inside back cover)

Sessions E-3 and E-4

- a. Topic: ARRANGING A PRESS CONFERENCE OR BRIEFING.
- b. Reference: NAVY PUBLIC RELATIONS MANUAL,
Article 0511-0512.
Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, pages 92-95.
- c. Suggestions to Instructor:

Present an imaginary situation in which a high ranking naval official has scheduled a press conference to reveal an important piece of Navy news. In the two hour period, let students discuss all arrangements and draw up necessary plans, orders, etc. Reserve the last fifteen or twenty minutes for a critique. Point out any exigencies which they have not planned for in advance.

Sessions E-5 and E-6

- a. Topic: ARRANGING A GUEST CRUISE.
- b. Reference: NAVY PUBLIC RELATIONS MANUAL,
Chapter 12.
- c. Suggestions to Instructor:

Present a situation in which a ship makes space available for a number of civilian guests. Divide students into teams, one to handle shipboard arrangements, one to prepare invitations, one to coordinate. Using the NAVY PUBLIC RELATIONS MANUAL

Section X-2 and X-3

a. Type:

ADMINISTRATIVE & PERSONNEL

b. References:

NAVY PUBLIC RELATIONS MANUAL

Article 511-512

STANDARD AND PRACTICE, PUBLICITY

FOR PRESS AND TRUTH, PERSON

12-15

c. Suggestions to Inspector:

Present on temporary assignment in which a high ranking naval official has attended a press conference to reveal an important phase of Navy news. In the two hour period, the speaker discussed all circumstances and gave up necessary ideas, orders, etc. However the last fifteen or twenty minutes of a surprise. Point out any mistakes which they have not planned for in advance.

Section X-2 and X-3

a. Type:

ADMINISTRATIVE & PERSONNEL

b. References:

NAVY PUBLIC RELATIONS MANUAL

Chapter 12

c. Suggestions to Inspector:

Present a situation in which a ship will be available for a number of civilian guests. Discuss elements into them, one is handle shipboard arrangements, one to prepare instructions, one to coordinate. Using the NAVY PUBLIC RELATIONS MANUAL

as a guide, have groups prepare necessary communications including invitations, and make all arrangements for meeting and accomodating guests aboard ship. Reserve time at end of period for critique.

Sessions E-7, E-8 and E-9

- a. Topic: COMMUNITY RELATIONS PROBLEM.
- b. Reference: Cutlip and Center, EFFECTIVE PUBLIC RELATIONS, Chapter 12.
Stephenson and Pretzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapters 16 and 17.
Lundborg, PUBLIC RELATIONS IN THE LOCAL COMMUNITY.

c. Suggestions to Instructor:

Present a community relations problem, dividing the class into two teams to work out separate solutions. Allow about 10 minutes for each team chairman to present his group's solution and another fifteen or twenty minutes for discussion.

Sessions E-10, E-11 and E-12

- a. Topic: PUBLIC RELATIONS PLANNING FOR A FLEET EXERCISE.
- b. Required Reading: NAVY PUBLIC RELATIONS MANUAL, Chapter 11.

... and will have groups present necessary
communications including information, and make
all arrangements for meeting and accompanying
guests about mid. However limit us end of period
for exchange.

Session 1-1, 1-2 and 1-3

- a. Topic:
- b. References:
- c. Materials:
- d. Objectives:
- e. Instructions:
- f. Evaluation:
- g. Summary:
- h. Assignment:
- i. Reflection:
- j. Conclusion:
- k. Feedback:
- l. Follow-up:
- m. Notes:
- n. Comments:
- o. Observations:
- p. Impressions:
- q. Thoughts:
- r. Feelings:
- s. Experiences:
- t. Discoveries:
- u. Insights:
- v. Realizations:
- w. Understandings:
- x. Conclusions:
- y. Summaries:
- z. Final Thoughts:

Session 1-10, 1-11 and 1-12

- a. Topic:
- b. References:
- c. Materials:
- d. Objectives:
- e. Instructions:
- f. Evaluation:
- g. Summary:
- h. Assignment:
- i. Reflection:
- j. Conclusion:
- k. Feedback:
- l. Follow-up:
- m. Notes:
- n. Comments:
- o. Observations:
- p. Impressions:
- q. Thoughts:
- r. Feelings:
- s. Experiences:
- t. Discoveries:
- u. Insights:
- v. Realizations:
- w. Understandings:
- x. Conclusions:
- y. Summaries:
- z. Final Thoughts:

- c. Reference: PACIFIC FLEET PUBLIC RELATIONS
MANUAL, Chapter III.
PUBLIC RELATIONS INSTRUCTIONS, U.S.
ATLANTIC FLEET, Chapter 7.

d. Suggestions to Instructor:

Present basic plans for a major fleet exercise. On the basis of required reading and references, develop a complete public information annex, including provisions for a combat information bureau and embarkation of correspondents.

Sessions E-13, E-14 and E-15

- a. Topic: PUBLIC RELATIONS AT AN ACCIDENT OR DISASTER.
- b. Required Reading: Stephenson and Pratzner, PUBLICITY FOR PRESTIGE AND PROFIT, Chapter 18.
NAVY PUBLIC RELATIONS MANUAL,
Appendix H.
- c. Reference: Case Study, USS LLYTE DISASTER.
- d. Background: When the Navy is involved in a newsworthy accident, the public is interested for three reasons: (1) The public has sons, husbands and brothers on the ships or on the shore bases involved, (2) The public owns the Navy and wants to know of damage to its property, and (3) The public is always interested in the human-interest side of accident or disaster news.

The Navy has the following duties at such times: (1) To safeguard security of

100

1. The Navy has the following duties:

a. To maintain the Navy's readiness for war.

b. To maintain the Navy's peacekeeping force.

c. To maintain the Navy's humanitarian aid force.

d. To maintain the Navy's search and rescue force.

e. To maintain the Navy's law enforcement force.

f. To maintain the Navy's intelligence gathering force.

g. To maintain the Navy's diplomatic force.

h. To maintain the Navy's public relations force.

i. To maintain the Navy's medical force.

j. To maintain the Navy's engineering force.

k. To maintain the Navy's logistics force.

l. To maintain the Navy's communications force.

m. To maintain the Navy's information force.

n. To maintain the Navy's security force.

o. To maintain the Navy's legal force.

p. To maintain the Navy's administrative force.

q. To maintain the Navy's financial force.

r. To maintain the Navy's personnel force.

s. To maintain the Navy's training force.

t. To maintain the Navy's research and development force.

u. To maintain the Navy's acquisition force.

v. To maintain the Navy's operations force.

w. To maintain the Navy's maintenance force.

x. To maintain the Navy's supply force.

y. To maintain the Navy's transportation force.

z. To maintain the Navy's information force.

2. The Navy has the following duties:

a. To maintain the Navy's readiness for war.

b. To maintain the Navy's peacekeeping force.

c. To maintain the Navy's humanitarian aid force.

d. To maintain the Navy's search and rescue force.

e. To maintain the Navy's law enforcement force.

f. To maintain the Navy's intelligence gathering force.

g. To maintain the Navy's diplomatic force.

h. To maintain the Navy's public relations force.

i. To maintain the Navy's medical force.

j. To maintain the Navy's engineering force.

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classified information and material, (2) To avoid releasing information that will aid or comfort a real or potential enemy, (3) To notify the next of kin of dead and injured as soon as possible, (4) To withhold names of casualties, if practicable, until next of kin have been notified, (5) To release information and cooperate with news media representatives to the extent permitted by the above factors and good taste, and (6) To try to wrap up the story as soon as possible and get it out of the headlines in order to minimize possible damage to public confidence in the Navy, possible bad effects on recruiting, and possible deleterious effects on the morale of naval personnel and their dependents.

It is obvious that some of these aims conflict with each other. When disaster strikes, the information officer and his commander must make a decision based on local conditions and must resolve conflicts as they occur. This is not easy, for under such circumstances the press is likely to be demanding and there is always a temptation to be arbitrary in refusing their demands or to go to extremes to satisfy them.

An accident or disaster demands judgment on the part of the information officer, as well as on the part of those in charge of fire fighting, rescue, investigation, and other military tasks.

classified information and material, (2) to avoid releasing information that will aid or confuse a real or potential enemy, (3) to notify the next of kin of dead and injured as soon as possible, (4) to withhold names of casualties, if practicable, until next of kin have been notified, (5) to release information and cooperate with news media representatives to the extent permitted by the above factors and good taste, and (6) to try to wrap up the story as soon as possible and get it out of the headlines in order to minimize possible damage to public confidence in the Navy, possible bad effects on recruiting, and possible deterioration effects on the morale of naval personnel and their dependents.

It is obvious that some of these also conflict with each other. When a matter arises, the information officer and his assistants must make a decision based on local conditions and best possible conflicts as they occur. There is no easy, inflexible rule which circumstances the press is likely to be demanding and there is always a tendency to be sympathetic in reporting their demands or to go to extremes to satisfy them. An incident on a ship's deck, judgment on the part of the information officer, as well as on the part of those in charge of the training, research, investigation, and other military

e. Suggestions to Instructor:

Prepare a problem based on a fire, collision, aircraft accident, or other serious accident or disaster. Present it in sequence as events take place, calling on the class to make decisions as required while the situation develops.

Sessions E-16 through E-20

- a. Topic: PLANNING SPECIAL EVENTS.
- b. Reference: NAVY PUBLIC RELATIONS MANUAL,
Chapter 13; Appendix A, Chapter 7;
Appendix F.
- c. Suggestions to Instructor:

Present a problem of planning a special event of major importance, such as an Armed Forces Day observance, involving open house, parade units, speakers, aircraft participation, and media coverage. Divide class into teams to handle specific phases of planning. Allow ample time for each to draw up and present plans, and for discussion and critique.

Present a problem of planning a special event of major importance, such as an Armed Forces Day observance, involving open houses, poster exhibits, speakers, student participation, and media coverage. Divide class into teams to handle specific phases of planning. Allow ample time for each to give an oral presentation, and for discussion and critique.

Session 2-16 Through 2-20

- a. Topic: PLANNING SPECIAL EVENTS.
- b. Reference: NAVY PUBLIC RELATIONS MANUAL, Chapter 11, Appendix F.

Present a problem of planning a special event of major importance, such as an Armed Forces Day observance, involving open houses, poster exhibits, speakers, student participation, and media coverage. Divide class into teams to handle specific phases of planning. Allow ample time for each to give an oral presentation, and for discussion and critique.

AREA F. SEMINAR: REVIEW AND EVALUATION
OF THE COURSE
(3 hours)

Sessions F-1, F-2 and F-3

- a. Topic: SEMINAR: REVIEW AND EVALUATION
OF THE COURSE.
- b. Required Reading: MILITARY PUBLIC RELATIONS, an
address by Admiral Robert B. Carney,
USN, before the Public Relations
Society of America, May 5, 1954.
- c. Suggestions to Instructor:

Devote about one hour to a lecture reviewing the aims of the course and the main topics covered. In the remaining two hours, ask each student to comment on what he considers the most important aspects of the course and what he has personally gained from the course, and to offer any criticisms he may wish to express.

AMERICAN SEMINAR: HISTORY AND EVALUATION

OF THE COURSE

(3 hours)

Session 9-1, 9-2 and 9-3

SEMINAR: HISTORY AND EVALUATION

Topic:

OF THE COURSE

WILLIAM FREDERICK MCGUIRE, JR.

B. Historical Reading:

address by Admiral Robert D. Carney,

USN, before the Public Relations

Society of America, May 2, 1954.

C. Suggestions for Instructor:

Devote about one hour to a lecture reviewing

The aims of the course and the main topics covered.

In the remaining two hours, each student to

comment on what he considers the most important

aspects of the course and what he has personally

gained from the course, and to offer any

suggestions he may wish to express.

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- 386 Peace for the Long Haul - Treaty with Japan
- 391 India - Oriental "Third Force"?
- 419 U.N. - A Look at the Record
- 422 The Serviceman Goes to Town
- 437 Inter-American Defense
- 439 The War in Indo-China
- 445 Europe Uniting
- 447 Civilian Employees of the Armed Forces
- 449 Rumor Has It
- 453 The Situation in South East Asia
- 454 What is Aggression?
- 455 Is the United States Self-Sufficient?
- 457 How Our Foreign Policy is Made
- 463 How to Measure a Nation's Strength
- 465 Talk It Over
- 469 Why We Serve in the Far East
- 471 NATO

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- 2. Our Department of Defense
- 5. The Reserve: Why and How
- 6. Where We Serve

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General Information

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Address of the person to whom the information is being furnished: Mr. Robert A. Gentry, U.S. Army, 101st Airborne Division, Fort Bragg, N.C. 28507.

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APPENDIX D

ARTICLES FROM THE PROPOSED SYLLABUS WHICH WERE DELETED
AS REQUIRED READING AND FURNISHED SEPARATELY TO
THE SCHOOL AS LECTURE MATERIAL AND FOR
DUPLICATION AND DISTRIBUTION TO STUDENTS

1. The Nature of Opinions and Attitudes: An
Introduction to Public Opinion Theory.
2. An Introduction to Semantics.

APPENDIX D

ARTICLES FROM THE PROCEEDINGS WHICH WERE SELECTED
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THE NATURE AND CHARACTERISTICS OF
OPINIONS AND ATTITUDES¹⁶

Psychologists do not agree completely on why we act as we do. There are a variety of theories about the exact processes involved. But they generally agree on the existence of four factors in any human action. These are the stimulus, intervening situational variables, variables of individual personality, and the response.

The stimulus is the thing that causes the action. It may be the smell of coffee, the sound of a boatswain's pipe, or the sight of a pretty girl. Or it may be written or spoken words.

The response is what we do, how we react to the stimulus. A response may be overt, that is, it may be expressed in language or in actions that others can notice. It may take place completely within the individual and not be noticeable at all. Even if the stimulus causes nothing but a passing thought, it has produced a response.

The nature of the response that a given stimulus will produce in a given individual depends upon the other two factors.

¹⁶ Lecture material (originally intended as required reading) for Session B-9, Introduction to Public Opinion Theory.

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¹⁰ Lecture material (originally intended as supplementary reading) for Session B-2, Introduction to Public Opinion Theory.

Personality variables are all the influences of heredity and environment--personal characteristics that we have inherited (such as native intelligence, good or bad eyesight or hearing) plus all the influences we have been subjected to all our lives. Except for such built-in drives as hunger, sex, self-preservation, and so forth, most stimuli have acquired meanings for each of through these associations and influences. Even the built-in drives are influenced by environment. Snails, caviar, and ancient eggs are not the stimulus to most Americans that they are to the Frenchman, Russian, or Chinese.

Situational variables refer to the conditions under which the individual is exposed to the stimulus.

More simply, people's reactions to any stimulus depend upon what kind of people they are and what they are doing at the time the stimulus occurs.

It hardly needs to be said that this is an oversimplification of a complex process. There are an infinity of variables, some strong factors, some less strong, in the make-up of every personality. And there are temporary personality factors, such as how much sleep we had last night, whether or not we over-ate this evening, and whether or not we happen to be in love. These all affect the extent to which we perceive and react to any stimulus. And outside of the laboratory where events can be carefully controlled, it often is difficult to isolate the factors with any degree of certainty. In a real-life situation, where one stimulus follows another closely and the individual is subject to a

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heredity and environment--personal characteristics that we have inherited (such as native intelligence, good or bad eyesight or hearing) plus all the influences we have been subjected to all our lives. Except for such built-in drives as hunger, sex, self-preservation, and so forth, most stimuli have acquired meanings for each of through these associations and influences. Even the built-in drives are influenced by environment. Social, cultural, and ancient ones are not the stimulus to most Americans that they are to the Frenchman, Russian, or Chinese.

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great many influences at one time, it is not always possible to tell which stimulus caused which response. To further complicate matters, the individual's response to an outside stimulus may itself become the stimulus for another response. This chain can go on indefinitely. But for our purposes it is sufficient to acknowledge the existence of the four factors, and to accept as an axiom that the individual's response to a stimulus will depend on personality factors, roughly what the stimulus has come to mean to him, and situational factors, or what other stimuli were competing for his attention at the time.

Attitudes and Responses

One of the internal personality factors that affects the individual's response is his attitude toward the stimulus and toward things closely related to it. If a stimulus designed to produce the response of signing shipping articles involves something toward which the prospective recruit has an unfavorable attitude--offering a timid stay-at-home the prospect of travel and adventure, for instance--the chances are that our lad won't sign. If we send a distinguished officer to tell the local veterans' post why the Navy deserves public support, he may fail to convince the disgruntled ex-G.I. who just plain hates "brass". In both cases our stimulus failed to produce the response which we had logically expected. In both cases, we were stymied by an attitude which someone held toward something. In both cases, this "something" was only related to the point we were trying to put across. Neither individual really disliked the Navy. But one (who might

Given many influences at one time, it is not always possible to tell which stimulus caused which response. To further complicate matters, the individual's response to an outside stimulus may itself become the stimulus for another response. This chain can go on indefinitely. But for our purposes it is sufficient to acknowledge the existence of the four factors, and to accept as an axiom that the individual's response to a stimulus will depend on personality factors, roughly what the stimulus has come to mean to him, and attentional factors, or what other stimuli were competing for his attention at the time.

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have signed up for "security") was afraid of travel and adventure while the other (who might have been convinced by a chief boatswain's mete) hated officers. In both cases, our otherwise acceptable pro-Navy pitch was somehow made unattractive to the listener.

Since attitudes can be such strong barriers to communication, it might be wise to take a closer look at them.

What Is an Attitude?

An attitude is something inside the individual. It cannot be seen and it cannot be measured directly. In the language of the psychologist, it is an "inferential variable," which means that its existence and characteristics must be inferred from observation of behavior rather than by looking at the attitude itself.

Attitudes are not inborn in people. We acquire them, with or without the benefit of reason and logic. Often they are not based on sound reasoning, but rather on an individual's personal emotional needs.

An attitude is held toward something specific. Like a preposition, it must have an object. "I don't like your attitude!" implies "your attitude toward me." Even the grouch who hates everyone and everything does not have an unfavorable attitude. He has a million attitudes and they are all unfavorable.

AN ATTITUDE IS AN ACQUIRED INTERNAL STATE OF READINESS TO RESPOND IN A GIVEN WAY TOWARD A PARTICULAR PERSON OR THING.

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Characteristics of Attitudes

We have said that an attitude cannot be measured directly. It can be measured indirectly, and with a surprising degree of accuracy. In order to do this, four characteristics or dimensions of an attitude have been defined. They are: direction, degree, intensity, and saliency.

The idea of direction comes from the statement that an attitude must be held with regard to some specific thing. An attitude must be favorable, unfavorable, or neutral (or undecided) toward the subject. The characteristic of being for, against, or neutral is what is meant by the direction of an attitude.

All people who are favorable toward something are not for it to the same extent. Some people will be very favorable, others somewhat favorable, still others only slightly favorable. This dimension is the degree of the attitude. It is always measured and expressed in connection with direction.

The third dimension, intensity, relates to how strongly the subject feels the particular attitude, the degree of emotion contained in the attitude. Generally speaking, intense attitudes are likely to be found near the extreme ends of the degree scale; a very favorable attitude is more likely to be intense than a slightly favorable one. Two attitudes which are identical in direction and degree may vary in intensity. If two people are both characterized as very favorable toward a subject while one holds his attitude very intensely (i.e. with strong emotion) while the other does

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not, the person with the less intense attitude is more likely to be affected by information designed to change his attitude.

The final characteristic, saliency, has to do with how easily the attitude can be aroused, how near it is to the surface of the individual's consciousness. Saliency is not the same as intensity, but there seems to be a fairly close correlation between the two dimensions. An intensely held (emotional) attitude is likely to be fairly easily aroused.

Saliency is an important characteristic, one that is often overlooked. A strongly favorable attitude of relatively low saliency is not likely to be expressed frequently, and therefore may not be as important to the organization or person toward which it is held as a less strongly favorable but more salient attitude might be. An unfavorable attitude of low saliency is rarely expressed, and thus is less damaging than an unfavorable attitude which is foremost in someone's mind.

Information is likely to affect saliency of an attitude before it affects other characteristics, since it is first necessary to convince the audience that the subject is worth thinking about before attitudes can be changed in intensity, degree, or direction. Almost any information campaign will increase the saliency of a subject. But some do nothing more. If public opinion is generally favorable but not particularly salient, almost any "good" publicity will increase saliency of friendly attitudes and thus be beneficial. One should think twice before attacking a situation where direction is unfavorable but saliency slight, however, for there is always

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mind.
Information is likely to affect salience of an attitude
before it affects other characteristics, since it is first
necessary to convince the audience that the subject is worth
thinking about before attention can be changed in intensity,
degree, or direction. Almost any information campaign will
increase the salience of a subject. But more or nothing more.
It might appear to be generally favorable but not particularly
salient, almost any good publicity will increase salience
of friendly attitudes and thus be beneficial. One would
think twice before attacking a situation where attitudes in
unfavorable are salient already, however, for there is already

the danger that direction and degree may remain unchanged while the unfriendly attitude becomes more salient--more readily expressed, more on people's minds--than before. There is less danger of this boomerang effect when an unfavorable attitude is already salient. In this case, the situation cannot get much worse.

Measurement of Attitudes

There are three types of behavior from which a person's attitude may be inferred: oral responses, written responses, and actions. None of these is of itself a more valid or reliable index than the others. There are certain circumstances in which one is more convenient than the other. You cannot get written responses from an illiterate. Written responses may be more valid than oral responses or actions when speech or action might be dangerous or embarrassing. A recruit is more likely to give an honest appraisal of his company commander in a secret questionnaire than at his graduation review.

It is impossible here to present a detailed discussion of attitude measurement. We will hear more on this later. It would be sufficient now to say that there is no one tool which can measure all attitudes. The measuring instrument, be it an oral interview, a written questionnaire, or a series of behavior observations, must be constructed carefully by persons trained in this skill. It must take into account the exact attitudes to be measured, the types of behavior or responses which are considered to characterize the attitude,

The danger that criticism and debate may become unproductive
while the underlying attitude remains more or less
readily expressed, and on people's minds--that danger.
There is less danger of this becoming a habit when an un-
favorable attitude is already evident. In such cases, the
attitude cannot yet be changed.

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and how variations of behavior or answers shall be scaled to measure direction, degree, intensity and saliency of the attitude.

Formal and Informal Measurement

It should be noted in passing, however, that there is such a thing as informal measurement of attitudes. When two people meet and chat for a few minutes, especially if the subjects discussed are important to them, each is informally "measuring" the attitudes of the other. If either knows something about the nature of opinions, this need not be a glaringly inaccurate process. Since the Navy does not engage in interviewing or polling the public, this informal measurement is likely to be the only kind most PIO's will have occasion to use. Estimates based on such impressions will be more accurate if they are made consciously and with some serious thought at the time. This is a worthwhile skill which every information officer should seek to acquire.

In addition, much valuable information can be obtained from published survey results such as the Gallup, Roper, and Crossley polls. Many of their releases contain findings of direct interest to the Navy.

Opinions and Attitudes

Throughout this discussion, we have avoided the word "opinion" and have confined ourselves to a study of "attitudes". Some psychologists and socialologists use the terms interchangeably. Others make a distinction between the two. The distinction, when made, is that attitudes generally relate

and how variations of behavior or response might be related
to various external factors, including the influence of the
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Opinion and Attitudes

Throughout this discussion, we have avoided the word
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Some psychologists and sociologists use the terms inter-
changeably. Others make a distinction between the two. The
distinction, when made, is that attitudes generally relate

to specific, often temporary, issues. Attitudes often affect opinions, and attitudes toward a person or organization are often expressed as opinions on specific issues. A basically friendly attitude toward the Navy might be expressed as an opinion in favor of inviting a Navy speaker to address the Rotary Club, or of building more aircraft carriers or submarines, or of increasing pay scales for all services. And yet, a person who has a basically friendly attitude can have an unfavorable opinion on a specific issue. Our Navy supporter above might feel that servicemen were paid enough or that the country could not afford to build more ships, but still he might have a strong affection for the Navy.

Such distinctions are easy to make in theory but rather hard to measure. Since an attitude can be measured only by assigning certain meanings to certain responses, it is not always possible to tell whether a basic attitude or a specific opinion has been isolated and measured. As a general rule of thumb, a questionnaire consisting of one or two questions probably taps nothing more than specific opinions. If it attacks the same basic attitude from a number of different angles, asking a number of questions on different specific issues relating to the same organization or situation, it probably is measuring a basic attitude.

It may be a recognition of this limitation that leads to the general use of the less inclusive of the two words in the terms "public opinion" and "opinion research".

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INTRODUCTION TO SEMANTICS 17

Simple language is not always simple. What is clear to a speaker or writer may seem equally clear to his audience --but it may have a different meaning to each of his readers or listeners. And it is precisely because each member of the audience is sure that he understood the message correctly that confusion arises. "Half the misunderstandings in this world," argued Elihu Root in the early 1900's, "come from the fact that the words that are spoken or written are conditioned in the mind that gives them forth by one set of thoughts and ideas, and they are conditioned in the mind of the hearer or reader by another set of thoughts or ideas."

Why is this so often true?

One Word - Many Meanings

Language must consist of a finite number of words. Yet the human mind is capable of conceiving virtually an infinite number of thoughts. It is inevitable that every word must do double or triple duty if all these thoughts are to be expressed. If any word could be exactly defined and limited to one and only one meaning, it could be used only once, or only when the thing or condition it described were to occur

¹⁷Lecture material (originally intended as required reading) for sessions B-16 and B-17. Based largely on "Language Habits in Human Affairs," by Irving J. Lee, Harper Brothers, 1941, chapters II to IX.

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One word - many meanings

Language must consist of a finite number of words. Yet the human mind is capable of conceiving virtually an infinite number of thoughts. It is inevitable that every word must be capable of being used in all these thoughts and to be expressed. If any word could be exactly defined and limited to one and only one meaning, it could be used only once, or only when the thing or condition it described were to occur.

17
 Lecture material (originally introduced as required read- ing) for sessions 2-10 and 2-17. Based largely on "Language Habits in Human Affairs," by Irving J. Lee, Harper Brothers, 1921, chapters 11 to 13.

in exactly the same form or circumstances as when the word was originally coined. It would be necessary to coin a new word to describe each new set of similar but not identical circumstances.

To get an idea of what this would be like, consider the language of the Laplanders, who have twenty words for different types of ice and forty-one words for different types of snow, but no generic words for just plain ice or just plain snow. To apply such rules to a language for as complicated a civilization as ours--for our lives are infinitely more complex than those of the Lapps--would be to make communication impossible.

So while our inexact language has its disadvantages, it is obviously better than too precise a language or no language at all. Since we cannot get along with language and do not seem to be able to perfect it, it would be well to examine some of the ways it functions.

This is the study of semantics.

Signs and Things

The basic element of communication is the sign. A sign is something that has meaning apart from its own essence or characteristics. A green light in the lobby of an office building is a sign that the elevator is about to go up. A piece of metal with an arrow painted on it is a sign that the highway is going to turn. The five o'clock whistle is a sign that it is time to go home. A boatswain's call is a sign that chow is down for the watch. To the sailor, the

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a sign that it is time to go home. A postman's call is a
sign that mail is down for the night. To the sailor, the

word "chow" is a sign for something to eat.

Interpreters and Contexts

Signs can be either verbal or non-verbal and may mean different things to different people. They may also mean different things to the same person under different conditions. A green light on a street corner does not mean that this is the next elevator to the Top of the Mark. A green light on the starboard side of a ship is not a signal to automobiles. "Chow" means food to the sailor aboard his ship, but if he has ever been bitten by one he may still wince at the word.

The idea of a sign presupposes two other ideas, that of an interpreter and that of context. The interpreter is the person for whom a particular sign has a certain meaning. The context is the situation or set of circumstances in which the sign has that meaning for the particular person.

There are four elements in the behavior of signs--another way of saying there are four elements to language: the sign, the "thing" (semanticists call it the "designatum," meaning "that which is designated by the sign"), the interpreter, and the context.

The Sign is Not the Thing

The highway marker is not the curve in the road. The light is not the elevator. The sailor cannot eat the word "chow." It is obvious that the sign and the thing it designates are not identical. There is no connection between them except that by custom and conditioning the one has come

word "show" is a sign for something to see.

Interpreters and Contexts

Signs can be either verbal or non-verbal and may mean different things to different people. They may also mean different things to the same person under different conditions. A green light on a street corner does not mean that this is the next elevator to the top of the block. A green light on the starboard side of a ship is not a signal to disembark. "Show" means lead to the author's record his ship, but it has never been bitten by one he may still know at the word.

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The Sign is Not the Thing

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to signify the other. Yet there are other signs, usually abstract words like "equality," "freedom," "good manners," "security," and "economy," where the thing referred to is not clearly definable. On this level, people often lose sight of the fact that the word is merely a sign. They react to the word, not to its meaning, just as the once-bitten sailor reacts to the word, "chow."

There is no guarantee that all people, or even all readers of a particular newspaper, will react the same way to the same word. It is especially unlikely that they will do so when the "thing" is not clearly defined. "We all declare for liberty," said Abraham Lincoln, "but in using the same word we do not all mean the same thing. With some the word liberty may mean for each man to do as he pleases with himself and the product of his labors; while with others the same word may mean for some men to do as they please with other men and the product of other men's labors."

The Sign Does Not Represent the Whole Thing

Fortunately for man, his perception is incomplete. This is to say that when he sees or hears, he unconsciously selects and concentrates on certain sights and sounds to the exclusion of others. From all of the stimuli to which he is being exposed every moment of the day, he abstracts those which are especially meaningful and ignores the rest.

The ability to abstract or simplify makes it possible for man to think. But when he forgets that his thought is based on abstraction, this habit of simplification may lead

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word, and to the unthinking, there is the once-famous saying re-
lates to the word, "empty".

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especially meaningful and ignores the rest.

The ability to abstract or simplify makes it possible
for man to think. But when he forgets that his thought is
based on abstraction, this habit of simplification may lead

him astray. For since our perception of things is incomplete it follows that our memory of them and the language we use to describe them is also incomplete. To say "the Pentagon is a large building" is to abstract one attribute of the building while completely ignoring the fact that it is also an air conditioned building, a government building, an office building, a five-story building, and that it has other characteristics too numerous to mention. There is nothing wrong with such description, as long as the speaker and his listener recognize its incompleteness. But if either assumes that the statement is a complete description, confusion is likely to result.

Korzybski uses the term "non-allness" to describe this incompleteness of language. He urges speakers and listeners to remain aware of the "non-allness" of descriptions, and to avoid the misunderstanding that can arise from assumptions that any description is a really complete representation of the 'thing.'

Description and Inference

We have seen that perceptions necessarily are abstractions and that verbal descriptions of objects or facts are further simplifications. It follows that inference based on such limited perception and incomplete description has similar limitations. How often do we pass judgment based on "the facts," assuming that our knowledge of these "facts" is complete?

Inference is a higher order abstraction than description,

himself. The whole our perception of things is incomplete
it follows that our memory of them and the language we use
to describe them is also incomplete. To say "the building"
is a false building, is to contradict our notion of the
building while completely ignoring the fact that it is also
an air conditioned building, a government building, an office
building, a five-story building, and that it has other charac-
teristics too numerous to mention. There is nothing wrong
with such description, as long as the speaker and his listener
understand the incompleteness; but it is a mistake to assume that the
statement is a complete description, and that it is likely to
result.

Now, what about the term "non-alienation" to describe this
incompleteness of language. We might speculate and speculate
to remain aware of the "non-alienation" of description, and to
avoid the misunderstanding that can arise from assumptions
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limitations. How often do we pass judgment based on the
facts, assuming that our knowledge of these facts is
complete.
Inference is a higher order abstraction than description,

which is to say that it is a further simplification of something that has already been simplified and only partially preserved. How many misunderstandings are occasioned by inferences based on description where the fact of "non-allness" has been forgotten?

The "When" Dimension

Another characteristic of language, to borrow again from Korzybski, is its "time-binding" capacity. Pavlov's famous dogs did not take too long to learn that the sound of a bell was a sign of food. But if Pavlov's dogs had any puppies, the new generation had to go through the same process of conditioning as their parents. Animals cannot pass knowledge from generation to generation. People, however, preserve knowledge in language. It is not necessary for every new generation of men to re-discover fire and electricity.

But this "time-binding" characteristic can lead to false assumptions. For the world is not static. It is constantly changing. What was said of a person or thing may have been true at the time it was said, but it may not always remain true. Turkey was an ally of Germany, and thus an enemy of the United States, in World War I. Twenty-five years later, Turkey's position was in doubt. Now she is one of our staunchest allies. Germany was our enemy in two World Wars. Now the free half of Germany is considered a friendly nation. Clearly, a statement about United States relations with Germany or Turkey, or even about Germany's relations

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something that has already been simplified and only per-
tains to the present. Now many misunderstandings are occasioned
by statements based on a situation where the fact of "any-
thing" has been forgotten.

The "New Dimension"

Another characteristic of language, to borrow again from
Kierkegaard, is the time-standing capacity. Involvement in time
does not seem too long to learn that the sound of a bell
was a sign of food. But if Kierkegaard's dog had any supplies,
the new generation had to go through the same process of
conditioning as their parents. Animals cannot pass impulses
from generation to generation. People, however, preserve
knowledge in language. It is not necessary for every new
generation of man to re-discover fire and electricity.
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wars. Now the free fall of Germany is considered a friendly
action. Clearly, a statement about United States relations
with Germany or Turkey, or even about Germany's relations

with Turkey, must be dated if it is to have any meaning at all.

To guard against confusion by changes in the "facts" without an accompanying change in language, Korzybski urges that we mentally date or "index" our statements.

All of us are changing every day, for every experience becomes part of our environment and affects us in some way. Aren't you different in some respects from the person you were two weeks ago?

We must take into account the "when" dimension, and recognize that things and people, as well as words, have contexts.

The Individual and the Group

The mental process of indexing also helps to differentiate the individual from the group. We know the sight of one drunken sailor does not mean that all bluejackets or all servicemen are disreputable people. But how often do we make such generalizations in other areas of experience?

Indexing will remind us that what is true of one person need not be true of an entire group. The group characteristics may not hold true for all group members.

Is and Is

One of the simplest words in the English language is the verb "be". In searching for a word that is absolute and cannot lead to confusion, one might expect to put some

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To study history collected by students in the "year"

without an accompanying course in language, history

is not the really true "index" of the situation.

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Thinking will reveal us that what is true of one person

need not be true of an entire group. The given character-

istics may not hold true for all group members.

It and Is

One of the simplest words in the English language is

the verb "is". In asserting for a word that is absolute

and cannot lead to confusion, one might expect to put some

confidence in this one. But a closer look shows that "is" is one of the most abused words in the language.

There are two completely justifiable uses for this word.

They are:

1. As a tense auxiliary with another verb: "He is running," "Dinner is being served."

2. To indicate existence: "The first President was Washington," "This is the Navy Mr. Smith."

There is little opportunity for misunderstanding here.

But when we use this verb to mean "may be classified as," or to indicate that two different entities are identical, when, in fact, we mean that the two have certain characteristics in common, we may be heading for confusion. It is one thing to say "John is a drunk," and still another to say "John frequently drinks more than he should." In the first sentence, "is" is equivalent to "equals." John has been written off as a rummy and nothing more. In the second, there is room to add that when John is sober he is a good father, a careful driver, a capable executive, and a host of other things covered by Korzybski's "etc." There may well be situations in which the fact that John frequently drinks will be sufficient to rule him out as undesirable, but if John is to be judged he should be judged in the light of the facts, not in the light of assumptions inherent in the "is of attribution."

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Application

People who do not make themselves clear in their speech or writing are not clearly understood--they are not accurately and fully communicating their thoughts and ideas to others. A working knowledge of semantics is invaluable to the information officer. The study of semantics in itself, however, does not provide the complete solution to clear speech and writing. The study of semantics coupled with a consciousness of human habits of perception can result in effective speaking and writing.

Summary

Words, like billboards, are signs. They signify certain "things" to people who have learned to interpret them as signs of those "things." The circumstances under which a sign signifies a certain "thing" comprise the context of that sign.

There is no guarantee that a sign will signify the same "thing" to the same person in different contexts or that it will have the same meaning for different interpreters in the same context.

Words are like road maps. They represent something. They are not the thing itself any more than a line on a map is the road.

Words are based on observations or perceptions which necessarily are incomplete. Every observation is an abstraction (simplification). It records salient features

Application

People who do not have themselves divided in their speech or writing are not clearly understood--they are not accurately and fully comprehending their own ideas and ideas to others. A working knowledge of semantics is indispensable to the information officer. The study of semantics is itself, however, does not provide the complete solution to clear speech and writing. The study of semantics coupled with a consciousness of human limits of perception can result in effective speaking and writing.

Summary

Words, like all things, are signs. They signify certain things to people who have learned to interpret them in light of those things. The circumstances under which a sign signifies a certain thing comprise the context of that sign.

There is no guarantee that a sign will signify the same thing to the same person in different contexts or that it will have the same meaning for different interpreters in the same context.

Words are like road signs. They inform and persuade. They are not the thing itself any more than a line on a map is the road.

Words are based on observations of perceptions which necessarily are incomplete. Every observation is an abstraction (simplification). It presents selected features

of the "thing" and ignores features which are not important in the particular context.

Inference based on verbal description is reliable only when it takes into account the 'non-allness' of the description. In drawing conclusions, it must be remembered that "facts" are only partial and that every description contains an implied "etc."

The changing nature of most "facts" and the difference between characteristics of the group and of individual members can be emphasized by the mental habit of indexing.

Because the reader or listener does not evaluate critically, the communicator must do this for him. A writer or speaker who is conscious of these pitfalls of language can help his audience avoid them.

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Information based on verbal description is reliable only when it takes into account the non-linearity of the description. In drawing conclusions, it must be remembered that "facts" are only partial and that every description contains an implicit "etc."

The changing nature of most "facts" and the difference between characterization of the group and of individual members can be emphasized by the mental model of listening. Because the reader or listener does not evaluate critically, the communicator must be true for him. A writer or speaker who is conscious of these pitfalls of language can help his audience avoid them.



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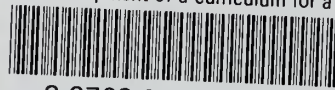
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